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ABSTRACT

The model was designed to provide a guide for systematic planning, implementation, and evaluation of adult career education in correctional settings, utilizing a systems approach. It consists of seven chapters and a flowchart presenting seven major functions which must be carried out: (1) establishing a conceptual framework, (2) setting up an information processing system and analyzing data to describe the actual correctional setting, (3) assessing needs for adult career education in such a setting, (4) establishing management subgoals and objectives to implement major goals, (5) formulating a management plan to optimize delivery of education, (6) implementing the programs, and (7) evaluating the delivery system and the programs. The flowchart is a graphic representation of the functions. A numerical coding system relates the flowchart to the narrative specifications for the model's functions. Directions for using the model are provided. Appended material (59 pages) includes: a glossary of terms; a bibliography; a list of career education-related periodicals; information on the development of the model; names of resource personnel, conference and seminar participants, national advisory committee members, and design committee members; and a subject index. (Author/MS)

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PREFACE

This generalized model for planning, implementing, and evaluating adult career education in correctional settings was produced by the Adult Career Education in Corrections Program of the University of Hawaii. Development of the model was undertaken in an effort to help meet the demands of the corrections and adult education communities for more effective programs to prepare the nation's offenders for productive roles in society. The Adult Career Education in Corrections Program was established under provisions of the Adult Education Act of 1966, deriving major support from the Division of Adult Education, U. S. Office of Education. Additional support was provided from a variety of sources, including the U. S. Bureau of Prisons, Law Enforcement Assistance Administration, state departments of corrections, state departments of education, state and federal prison industries, foundations and private organizations.

This book is not designed for light reading. It is a manual designed for use in planning, implementing, and evaluating adult career education in correctional settings. The extent to which the model serves its purposes depends on two things: (1) using the model as it was intended, and (2) understanding the basic concepts of a systems approach. When the model is used as it was intended by those who understand the basic concepts and principles of systematic planning, implementation, and evaluation, there is every reason to expect that the results will be reflected in positive changes in the offender population, as well as social and economic benefits to society.

The authors wish to acknowledge the important contributions which have been made to the development of this model, from a wide variety of sources. Members of Design Committees working to revise and refine the preliminary version of the model deserve special recognition. Team leaders, instructors, and participants in regional and national seminars from 1972 to 1974 contributed significantly to the development of the model. Resource persons for the Adult Career Education in Corrections Program made a major substantive contribution to the model. Members of the Advisory Committee for the Adult Career Education in Corrections Program deserve special recognition for their important input to the model, both in relation to substance and organization. The participants in the October 1972 Adult Career Education in Corrections National Work Conference made an important contribution in establishing the conceptual framework for the model. Members of the Design Committees, participants in seminars, resource persons, and members of the Advisory Committee and conferees in the National Work Conference on Career Education in Corrections are listed in the Appendix.

Special recognition is due to staff in the U. S. Office of Education, Division of Adult Education, for substantive input to the model, and for guidance in the development phases. Special thanks are given to Mr. Paul V. Delker, Director, Division of Adult Education, Dr. John L. Baird, Chief, Program Services, Dr. Morris L. Brown, Chief, Program Planning, and to

John D. Soileau and James Parker, who served as Project Officers for this program. Mr. M. Eldon Schultz, Regional Program Officer, U. S. Office of Education, Region V, Chicago, Mr. Calvin J. Nichols (retired) and Dr. Raymond M. Lawrenson, Regional Program Officers, U. S. Office of Education, Region IX, San Francisco, made continuing contributions throughout the development of the model. Messrs. Schultz, Nichols, and Lawrenson have provided a great amount of information, references, and materials which have been incorporated in the model.

Special appreciation is due to those in the U. S. Bureau of Prisons for continuing support and encouragement, as well as contribution of substantive ideas. The authors especially wish to acknowledge Ms. Sylvia G. McCollum, Education Research Specialist, U. S. Bureau of Prisons. Special thanks and recognition also must go to the wardens and superintendents across the nation, the state directors of corrections and adult education, for the continuing support and participation in the training program.

Finally, acknowledgement and appreciation are expressed to Ms. Cheryl H. Lee, Research Associate, and Ms. Elaine Tamura, Stenographer, for their conscientious efforts and competent assistance in preparing the manuscript of the model.

Honolulu, Hawaii March, 1975 T. A. Ryan

OVERVIEW

The usefulness of this generalized planning model depends in large measure on the extent to which users are familiar with the organization of the model and understand the way in which the model is supposed to be used.

Organization of the Model

This model is designed to provide a guide for systematic planning, implementation, and evaluation of adult career education in correctional settings. The model serves two primary purposes:

1. It provides a guide for designing and evaluating management plans for delivery systems in corrections . . . . .
2. It provides a guide for planning and evaluating implementation of programs in corrections . . . .

The planning model consists of the seven chapters in this book and a flowchart, which is the Supplementary Figure in the back of the book. The book also includes an Appendices section. There are seven major functions which must be carried out in systematic planning, implmentation, and evaluation. The seven chapters in the book describe these functions.

CHAPTER I	is concerned with establishing a conceptual framework for adult career education in a correctional setting
CHAPTER II	is concerned with setting up an information processing system and analyzing data to describe the real-life situation in a correctional setting
CHAPTER III	is concerned with assessing needs for adult career education in a correctional setting
CHAPTER IV	is concerned with establishing management subgoals and objectives to implement major goals of adult career education
CHAPTER V	is concerned with formulating a management plan to optimize delivery of adult career education in a correctional setting
CHAPTER VI	is concerned with implementation of adult career education programs in a correctional setting
CHAPTER VII	is concerned with evaluating the delivery system and implementing programs in a correctional setting

Chapters I, II, III, IV, and V are concerned mainly with. . PLANNING
Chapter VI is concerned with . . . . IMPLEMENTATION
Chapter VII is concerned with. . . EVALUATION

The flowchart model, which is a graphic representation of the functions involved in planning, implementation, and evaluation of delivery systems in corrections, shows the seven major functions described in Chapters I through VII, and also shows the elements which make up each function.

At the back of the book in the Appendices section can be found an overview of the development of the planning model, a glossary of terms, and a bibliography. The glossary is intended to facilitate understanding of terms not usually found in common use. The definitions in the glossary are arbitrary, having been made with reference to the specific use of the term in this planning model. The bibliography is not intended to be all-inclusive, but, rather, to provide a relatively comprehensive list of references to sources which give additional information and provide more extensive coverage of the topics included in the seven chapters of the planning model.

Directions to Users

It is recommended that before using this generalized model for planning, implementation, or evaluation, the user should become familiar with the organization of the model, as a whole, and should understand the coding system and symbols employed in both narrative and flowchart.

Coding system. The relationship between the flowchart in the back of the book and the narrative specifications for the various functions in the model can be followed easily be referring to the point numeric codes which are shown in both the flowchart and the narrative. The point numeric codes are the identifying numbers for the functions in the model. These numbers identify each of the chapters, and sections within the chapters in the book, and also identify the same functions on the flowchart. In the coding system, each major function, that is, each chapter, is identified by a zero code, i.e. (1.0), (2.0), (3.0), (4.0), (5.0), (6.0), and (7.0). The elements which make up each major function are identified by numeric codes, each element in a function having the same initial number as the function of which it is a part. For example, the first major function in planning is to ESTABLISH CONCEPTUAL FRAMEWORK (1.0). In setting up the conceptual framework for a delivery system, two activities must take place: ESTABLISH RATIONALE, and DESCRIBE IDEAL CAREER EDUCATION SYSTEM. These are identified by the numeric codes, (1.1), and (1.2), respectively, indicating that they are the two parts of the function code (1.0). Whenever there are further activities required to carry out a subfunction, these, too, are identified by point numeric code, using the same procedure. For example, establishing the rationale involves three operations, CONSIDER SOCIAL FUNCTIONS, DEFINE BASIC CONCEPTS, and STATE BASIC ASSUMPTIONS. These are identified by the codes (1.1.1), (1.1.2), and (1.1.3), respectively, indicating that they make up the three parts of the function (1.1) ESTABLISH RATIONALE.

The coding system provides a simple procedure for outlining the total structure and identifying the conponents. For example, (1.0) Establishing a Conceptual Framework, is accomplished by

(1.1) Establishing the Rationale, which involves

(1.1.1) Reviewing Social Functions of Corrections,

(1.1.2) Defining Basic Concepts, and

(1.1.3) Stating Basic Assumptions; and

(1.2) Describing an Ideal Career Education System.

Each function or subfunction is identified also by a descriptor of five words or less, which is selected to explain as succinctly as possible the meaning of the function. The descriptor is given in narrative and flowchart. These descriptors are always shown in capital letters, such as ESTABLISH CONCEPTUAL FRAMEWORK (1.0), and the point numeric code which identifies the particular function follows the descriptor. In the flowchart model each function is presented in a function block, or rectangle, with the point numeric code in the lower right hand corner, and the descriptor either in the center of the block or in the upper left hand corner.

Using the Generalized Model for Planning Systems. Planning is accomplished by designing a model for a delivery system in a specified correctional setting. To design the delivery system model, a narrative and flowchart must be completed, showing the operations to be carried out in the designated setting to deliver adult career education as efficiently and effectively as possible. The narrative in the delivery system model will be similar in format to the narrative in the generalized planning model. However, the content must be specific to the setting, and to the way the function will be implemented in the particular corrections situation.

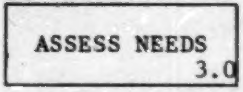
In the delivery system model, the plan is presented in functions (4.0) and (5.0), which state the goals and describe procedures for achieving the goals. However, the first three functions, which are concerned with establishing the conceptual framework for the delivery system in the designated setting, describing the real-life situation as it exists in the particular setting, and assessing needs, must be carried out as preliminary steps to formulating the plan.

In [illegible] generalized model each function has three distinct sections: (1) definitions of the terms, (2) a discussion of the importance of the function and a description of ways in which the function can be implemented, and (3) a recipe for writing the description of the particular function in a delivery system model. The recipe section is set in italics, to make it stand out and to facilitate the work of system planners who are describing the function in the delivery system model.

In the narrative for a delivery system model, each function will have three parts: (1) definitions of terms, (2) discussion of the importance of the function for the particular corrections setting, and (3) operational description of the function in terms of the designated setting. For example, for the function concerned with stating objectives, in a delivery system model the objectives which are stated will be the ones which the planners have decided must be achieved in that particular setting. Although the planning function is concerned primarily with the first five functions, a delivery system model also should include a description of a plan for implementation and a plan for evaluation. These will be given as functions (6.0) and (7.0) in the model.

The delivery system model should present a plan which will tell what will be done, how it will be done, who will be responsible, and when the activities will take place. The plan which is designed for the delivery system model should be a blueprint for action.

The flowchart model which will be drawn to accompany the narrative for the delivery system model will use the same system of point numeric coding and descriptors. The point numeric codes go in the lower right hand corner. Descriptors, five words or less in upper case letters, are in the center or the upper left hand corner of the function block,



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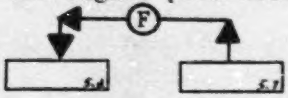
In the delivery system model many of the functions will have to be broken down into smaller steps than is the case with the generalized model. The layout of the flowchart model is the designer's choice. The aim is to present the picture of the total system in as clear a manner as possible, so that someone looking at the flowchart can see in a single glance the relationships involved in the elements which must be part of the total system.

Special symbols are used to express these relationships in the flowchart model. Signal paths which go from one fuction block to other function blocks are used to convey the idea that actions, information, or objects are sent along the path in the direction of the arrow: . Each signal path has only one arrowhead. When any function has an influence on a preceding function, or actions, information, or objects are sent back to a preceding function for the purpose of making adjustments in the earlier function, the feedback symbol is used. This is shown by the symbol Ⓕ placed on the signal path which connects the two related functions. An example of this is shown on the flowchart model in the signal path from SYNTHESIZE PLANS (5.4) back to BRAINSTORM IDEAS (5.2),



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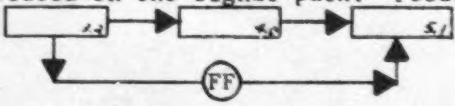
Sometimes it is necessary to send information, actions, or objects from one function or element to a succeeding one, bypassing one or more other functions along the way. An example of this is the sending of data from the needs assessment (3.2) to the stating of parameters (5.1). This sending forward of information for subsequent use is called feedforward, and is shown by the symbol (FF) which is the double F enclosed in a circle, and placed on the signal path. Feedforward must bypass a major function,



Validity of the important points, major concepts, and statistical data presented in the planning model has been established insofar as possible by documenting the sources of the information presented. The sources are shown by putting the name of the author and date of publication in parenthesis, following the statement in the text. The full reference, which is given at the end of the chapter, can be found by looking for the name of the author and the date of the publication. For example, on page 1, reference is made to a quotation by Dr. Donald Deppe in which he emphasizes the importance of a broad scope to the definition of career education. This is shown by the reference (Deppe, 1975). The publication in which the full text of the statement can be found is listed at the end of the chapter in the set of references given for Chapter I.

Using the Generalized Model for Implementation Purposes. When the generalized model is used primarily for implementation purposes, the user will be concerned mainly with Chapter VI. The generalized implementation model presented in Chapter VI can be used to analyze any operating system to see where changes might need to be made in the system operation in order to achieve improvement. The generalized model also can be used to design an implementation plan for a designated correctional setting. In this case, a narrative and flowchart will be produced, the same as in planning a new or modified system operation.

Using the Generalized Model for Evaluation Purposes. When the main concern is with evaluation of an operating system, the user will be interested primarily in Chapter VII. The procedures to be implemented for systematic evaluation are detailed in the evaluation subsystem (7.0), and these can be followed either in making a self-evaluation or in conducting an evaluation by an outside auditor. The generalized model also can be used to design the evaluation plan for a particular correctional setting. In this case, a narrative and flowchart will be produced, just as in the case of planning a new or modified system operation.

Specialized Training to Increase the Usefulness of this Model. This generalized model has been designed for use either by individuals or teams of individuals for planning, implementing, and evaluating career education in correctional settings. In order to maximize the potential usefulness of the generalized model, training should be provided to the users. Regularly scheduled ten-day seminars are given in centrally located conference centers throughout the United States as a part of the Career Education in Corrections Program. In addition, workshops are conducted on request for participant groups consisting of individuals from related institutions or agencies in a local area. These workshops, usually from two to five days, are tailored especially to meet the needs of the participants. The seminars and workshops provide training in the basic concepts and skills required for effectively using the systems approach to plan, implement, and evaluate systems for corrections. The ten-day seminars also provide supervision and guidance to participants in designing delivery systems for particular correctional institutions or agencies. Information concerning training and model design is available from Dr. T. A. Ryan, 1776 University Avenue, Honolulu, Hawaii 96822.

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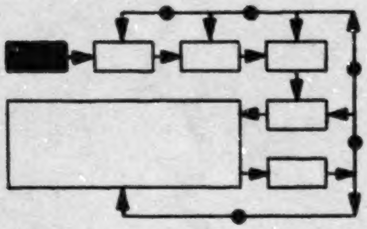
CHAPTER I



ESTABLISH CONCEPTUAL FRAMEWORK (1.0)

Introduction

> Few of those in our prisons have succeeded in getting beyond high school. In addition, the most opprobrious are often from the lowest socioeconomic levels. Prisons are expensive because inmates must be housed, fed, and guarded, and there is little money left over to educate them. Partly because of their lack of occupational skills, some 70 percent of released prisoners return to crime and therefore once more to prison, thus furthering the costs to taxpayers.
>
> K. B. Hoyt, R. N. Evans, E. F. Mackin, and G. L. Mangum

This is a generalized planning model of adult career education in corrections. The model is intended for use in designing or planning models of delivery systems of adult career education for particular settings, as well as for use in testing or evaluating existing systems.

The thesis of this model is that career education is more than vocational education or the development of manipulative-motor job skills. A basic premise which undergirds this model is that adult career education can only realize its potential in the correctional setting if the concept is construed broadly to include the areas of decision-making, work attitudes and values, social and civic responsibility, and self-fulfillment in addition to employability skills. Deppe (1975) emphasizes the importance of defining a broad scope for career education in his consideration of the factors which will determine the amount of progress made in corrections in the years to come. He states,

> While relentlessly seeking ways to improve our offerings related to career education and incorporating its insights into our total program, we should learn to deal realistically and humanely with this new shibboleth of educational respectability. Career education is a valuable concept . . . but it can become a dangerous cult, a dehumanizing influence, a scapegoat for loss of faith in the life of the mind, in higher education, and . . . in liberal education. Let's not forget that our progress depends just as much on our skill in creating programs aimed specifically at appropriate changes in the attitudes, values and self-images of offenders, as it does on helping them to gain specific job skills. . . .

> For most of us a job is indispensable. If we're lucky it's also rewarding psychologically as well as economically. But all the glib talk about the "work ethic," "the dignity of work," the "sense of identity" one derives from work leads me to suspect that there is a myth alive in the land that champions employment per se as the ultimate end of all our educational endeavors. Genuine progress, however, lies in a more balanced approach that emphasizes equally the need for personal growth and adequate preparation for life in households, in the market place and in contributing to the enrichment of community life. (p. 43)

The first step in planning or evaluating a delivery system of adult career education in a corrections setting is to establish a conceptual framework. The process of establishing a conceptual framework for a system of adult career education in corrections is a process of setting forth a theoretical frame of reference which describes a logically-related set of elements for bringing about career development of clients in corrections. The frame of reference consists of a rationale which explains the reason for having the delivery system, and a specification of elements which sets forth the minimum requirements for adult career education in corrections.

A corrections setting is broadly defined. It is the sum total of institutional and community environments in which treatment and custodial functions are implemented and correctional services are provided. The environment supports probation, rehabilitation/correction, parole, presentence reporting, planned diversionary offerings, study-release, work-release, furlough, and the community social agency services designed to assist clients discharged from sentence. The environment of the corrections setting includes the institutional prison, reformatory, halfway house, or community treatment center, as well as the surrounding community and its facilities.

The establishment of a conceptual framework is an important element in planning a delivery system of adult career education for a corrections agency or institution. Any delivery system must have a reason for being, and elements which are essential to deliver adult career education in corrections must be made clear. A clear statement which sets forth the rationale and describes the elements in an ideal system is needed if the exact nature of a system of adult career education is to be understood.

In the delivery system model, the function ESTABLISH CONCEPTUAL FRAMEWORK (1.0) is accomplished in two major steps: explaining the rationale for the system (1.1), and describing the career education elements in an ideal system (1.2). In the introduction to the delivery system model, the corrections setting for which the model is designed and in which the system will operate should be identified.

ESTABLISH RATIONALE (1.1)

Rationale may be defined as the reason for doing something, of the justification for a course of action. It involves examination of underlying principles.

Establishing a rationale is crucial as a first step in the design of any system, since both the user and supporters of any new or modified system require some justification for expending resources for changing a system or introducing a new one. An examination of the principles underlying adult career education is necessary so that the various parts of the development of the system become complementary rather than antagonistic. Explaining the rationale for adult career education in corrections is accomplished by reviewing the current system's social functions, deciding on a set of principles or assumptions which are to be implemented in the system, and agreeing on the definitions of basic concepts.

In the delivery system model, the introduction to the function ESTABLISH RATIONALE (1.1) is accomplished by telling why a rationale is important and the purpose it will serve at the setting where the delivery system is to be implemented. This will be followed by reviewing the social functions of the corrections agency or institution (1.1.1), defining the concepts (1.1.2), and stating the principles to be implemented in the delivery system (1.1.3).

REVIEW SOCIAL FUNCTIONS OF CORRECTIONS (1.1.1)

To review the social functions is to describe the society-based factors which have had a bearing on the creation of an existing situation. To review the social functions of corrections means to describe the presumed mission of corrections in the perspective of a historical framework.

The social functions of corrections for any particular agency or institution will reflect, to some extent, the total spectrum of corrections, as well as the situation existing in the particular agency or institutional setting. Ryan (1972) pointed out that the need in the 1970's for a systematic synthesizing of academic and vocational education in corrections rests on an unmet mandate that was given over a century ago when a call went out for prisons to reform through academic educational and vocational training. It is important to review the social functions since this brings into perspective the present needs and the historical antecedents of these needs. Reviewing the social functions of corrections is accomplished by describing the current situation (1.1.1.1), and stating the mission of corrections (1.1.1.2).

In the delivery system model, the introduction to the function REVIEW SOCIAL FUNCTIONS OF CORRECTIONS (1.1.1) is accomplished by telling what is meant by reviewing social functions of the particular setting, and stating why this review is important to the planning and operation of the delivery system. The introduction will be followed by a detailed discussion of the following two functions: describing the current situation (1.1.1.1), and stating the mission (1.1.1.2).

DESCRIBE CURRENT SITUATION OF CORRECTIONS (1.1.1.1). For the purposes of this model, corrections should be viewed as a continuous process that begins after conviction when the judge requests a pre-sentence report and terminates at the point of release or discharge from prison or parole. However, it may also include post-discharge assistance when needed and requested. It takes place in a wide-range of settings, including probation recovery camps, institutions, after-care settings, halfway houses, and community corrections centers. It involves a wide range of services, including pre-sentence reporting, probation, rehabilitation, parole, and release programs such as study-release, work-release, and furloughs.

Over the years corrections has been subjected to many criticisms. Historically the offender has been viewed as an individual who needs to be changed, and various forms of punishment have been prescribed as part of this change process. Most corrections programs have been under-financed and ill-defined, while simultaneously being expected to perform a multitude of functions. Society has played a leading role in the history of corrections, and has contributed in no small measure to the problem of less than desirable progress. It is difficult to make steady forward progress when the directions are changed from time to time. Such has been the case with corrections. Some have held that offenders should be locked up and never released. Others have held, just as steadfastly, that no offenders should ever be incarcerated because of the negative feature of incarceration. Because of the varying and changing expectations of society, it has been difficult for a corrections system to plot a straight course, develop viable programs, or maintain social support.

In light of the constraints which impinge upon corrections and given the nature of the setting, the characteristics of the clients, and the inconstant societal expectations, it may well be that what has been called the failure of corrections could more correctly be termed corrections' success. Given a population of adults characterized by school failure, anti-social behaviors and attitudes, distorted value systems, limited job skills, low self-image, inadequate self-discipline, lack of self-direction, deficiency in social interaction skills, little or no work experience, disruptive family backgrounds, and high representation from lower socio-economic groups, it is a wonder that there is a success rate at all. It is apparent that there is a need to redirect a significantly large population of adults who find themselves labeled "clients of corrections."

Every agency of government owes its existence to a public need. In return, it has a responsibility to say how it understands and intends to meet that need. As a branch of the criminal justice system, one of the major goals of corrections is the protection of the public from crime. There are three different ways in which a corrections system may implement this goal. The first is deterrence of the potential criminal through fear of sentences meted out by the judiciary and carried out by corrections. The second is physical separation of the lawbreaker from the public at large. The third is rehabilitation of the person under sentence to decrease the chance of further criminal acts. Other ways for protecting the public from criminal acts, such as punishment or vengeance, do not constitute a proper part of a corrections' endeavors. Such approaches offer no public protection, and have proven to be destructive rather than productive.

Correctional institutions generally are effective in achieving separation of lawbreakers from the public. Corrections does less well than it should, however, in identifying the offenders who are dangerous to themselves and to society, and who, therefore, need to be isolated. For the most part, isolation affords relatively short-term protection to society. Such protection must be balanced against the negative effects of long terms on offenders, and against the cost of long terms to society. Almost all offenders will be released eventually, and the sort of person an individual has become will carry more weight for protecting society than will the time of release.

Few persons committing crimes expect to be caught; others lack self-control and do not consider their futures. There is no evidence that long sentences deter more than short ones. Therefore, to attempt to control crime through the effects of long prison terms will not succeed, as both logic and history have proven. Deterrents can probably be made more powerful by increasing the certainty and efficiency of arrest, which is a police function.

The need to make correctional institutions as positive as possible is important, both for the good of society and the well-being of the individual prisoner. The emphasis which was placed on isolation in the past has permitted and even encouraged practices which are being questioned and changed today. The importance of providing a range of security levels and implementing proper classification of clients on the basis of their security needs has been recognized as has the importance of preparing each individual to assume a socially productive role.

The tendency to think of offender rehabilitation as being accomplished through particular segmented or isolated programs such as school or counseling has been questioned and shown to be unsound; it is the total corrections and community experience which makes the impact. What happens to the individual in the housing unit or cell block, for example, may do more to change the individual, for better or for worse, than what happens in a counselor's office. It is how the individual is treated in general which really matters. The experiences which are provided and the environment in which the individual is living really determine the kind of person the individual will become.

The aim of a corrections system should be the rehabilitation and redirection of the offender. However, it should never be forgotten that the negative features of institutional life, for the most part and for most offenders, are such that improvement of an individual is not likely to be achieved. Correctional institutions should be reserved for isolation of offenders who are dangerous to themselves and society, and the opportunity should be provided to those individuals in the prison setting to improve as much as possible.

It is a mistake to think that rehabilitation or re-direction is something that can either be given to or forced upon someone. Only the individual can change himself or herself. Each individual is reponsible for his or her own acts and future. The job of corrections is to provide as much opportunity as possible for positive change to occur, and to stimulate as much motivation as possible on the part of the individual to become a more fully functioning person. It is the individual who will make or fail to make the change. It must be recognized and emphasized that it is the offender who bears that responsibility. The tendency of institutions to make clients of corrections dependent, to create mindless conformity, to neither require nor allow positive growth-producing learning must be stopped. This kind of approach only takes away from the client the individual responsibility which is the basis for positive change. To become fully functioning persons, the corrections clients must be capable of being self-directing and able to make realistic decisions.

The public does not only ask that corrections meet its basic goals, but also insists that it be done humanely, economically, and justly. Treating people humanely is not merely or even mainly a matter of kindness. It is a matter of recognizing the individual's human worth, and in a corrections setting this requires creating conditions of safety and security. It has been demonstrated that the greatest threat and the gravest danger to individual well-being in a corrections institution comes from a small number of offenders who are predatory or violent. It is essential to control this situation on humane grounds so effects of positive programming can be realized. This is not possible if fear and disorder prevail. Institutional security cannot be imposed by controls and punishment alone. Where attempts have been made to do this, the efforts have failed. The escalation that results from increasing pressures means that, in the end, everyone loses. Where control and punishment are implemented without opportunities for growth and development, individuals only grow in negative and destructive ways. The need is for helping each individual realize his or her potential as a contributing member of society and a person of worth and dignity.

While the public demands justice and humaneness in the corrections system, economy is also demanded. Economy is not simply a matter of cutting expenditures. Some savings, such as those from operating very large institutions, have great social costs and are poor bargains. True economy comes from results. Therefore, corrections must better evaluate what it does and be prepared to depart from tradition. Corrections knows what it is spending, but not much about what it is buying. Corrections must try harder to determine this. Until this happens, corrections will be prey to the host of simple but disastrous solutions proposed at a distance by various interests.

For convenience and because of a lack of resources, corrections has, in the past, often dealt with people arbitrarily and en masse. The courts have been ruling against such practices on grounds of justice and human rights. The courts are calling for change. There is, however, another reason for change; so long as individuals are dealt with arbitrarily and to suit the convenience of the establishment, the rest of the efforts are but a sham. Rehabilitative and redirective programs cannot be expected to work, and individuals cannot be expected to respect the rights of others so long as the lives and concerns of the clients are treated as unimportant and subjected to unexplained and arbitrary decisions. To change these practices, as is now taking place, makes great demands upon all concerned, but the results that can be obtained make it worth the effort.

Clients in the nation's correctional settings are in an environment, and, for the most part, from an environment, in which dignity and worth of the individual are difficult to achieve. Adult career education is lifelong learning designed to provide each individual with the resources and knowledge needed to function effectively as a member of a family, as a citizen in a free community, and as a producer and consumer of goods and services. Correctional settings, for the most part, tend to discourage participation in family and society life, and provide limited opportunity to produce or consume goods and services. The dilemma which confronts both adult educators and correctional administrators and personnel is a matter of reconciling divergent sets of societal demands so that the corrections setting can become an adult career education experience for each client in the system.

The limiting factors which work against the development of self-fulfillment in a free society are intensified and multiplied in the correctional setting. A new thrust to resolve the dilemma calls for a rethinking of adult education as it is implemented in corrections settings. There is a need for a system of planned experiences designed to provide an opportunity for individuals to achieve self-identity and realize healthy career development regardless of the correctional setting in which they find themselves or by which they are controlled. The process of developing and implementing related experiences designed to assist the individual to realize his or her full potential by achieving self-identity and realizing career development is adult career education. Given that this is the case, then the real need in corrections is for a program of adult career education.

In every delivery system model, the section on the statement of the situation is significant. This statement establishes the reason for designing and implementing a system for delivery of adult career education in the particular setting.

In the delivery system model, the function DESCRIBE CURRENT SITUATION OF CORRECTIONS (1.1.1.1) is accomplished by describing corrections in general, and, then, describing in detail the situation where the delivery system will be installed. The next function is to state the mission of corrections (1.1.1.2).

STATE MISSION OF CORRECTIONS (1.1.1.2). A mission is a statement of what the system is to do to solve a given problem, when and where this is to take place, and the end products of the system operation. A mission is an expression of purposes and intended outcomes.

In the broadest sense, the mission of corrections generally is seen as being twofold: protection of society and rehabilitation or redirection of clients. Warren (1975) says, "The most striking fact about the correctional apparatus today is that although the rehabilitation of criminals is presumably its major purpose, the custody of criminals is its major task" (p. 107). On the other hand, Jaksha (1975) suggests that the purpose of a correctional institution is to change the philosophy or values of the offender, and further, that this is a very difficult task and needs the cooperation of the total institutional staff in order to be successful.

The statement of the mission of the corrections setting is an important step in establishing the framework for the delivery system. In order for the staff to implement something new for their particular setting, it is important that they understand exactly what the mission of the setting is. The broad mission of a maximum security prison for disruptive offenders is much different than the mission of a minimum or medium security facility for youthful first offenders. The mission of institutional settings in general is dramatically and drastically different from the mission of diversionary non-institutionalized corrections.

The basic mission of the maximum security facility might be to separate selected clients from those in other facilities in order that those clients desiring to take advantage of programs might do so. This does not mean that the maximum security prison is devoid of programs. It does mean, however, that the nature and behavior characteristics of the maximum security population are well-defined, and that program possibilities must be developed consistent with the disruptive nature of the clients being served.

The development of the mission statement for each corrections setting serves another important function: assisting the entire staff, including warden and department heads, to clearly understand what it is the total staff of the particular setting is supposed to accomplish. The mission statement establishes the tone and sets the direction that the delivery system must implement. Any delivery system must be designed in such a way that the system supports accomplishment of the mission set forth for that particular setting.

In the delivery system model, the function STATE MISSION OF CORRECTIONS (1.1.1.2) is accomplished by establishing the importance of defining the mission of the particular setting, and by stating the mission of that setting. This mission statement will be used subsequently in defining system objectives. The next step is to define basic concepts, and this is accomplished in the function of defining basic concepts (1.1.2).

DEFINE BASIC CONCEPTS (1.1.2)

To define basic concepts refers to stating the meaning of key ideas used in planning, implementation, and evaluation. It is important to define the basic concepts so that all persons involved in planning, implementation, and evaluation will have a common understanding of the terms.

There are four basic concepts which must be clearly understood in planning, implementation, and evaluation in corrections: career, career development, adult career education, and adult career education in corrections.

A career is defined as the totality of jobs or job-related experiences in which a person engages over a life-time, and which contribute to the development of a self-concept.

Career development is the lifelong process through which the individual realizes his or her full potential and achieves self- and career identity.

Adult career education is a comprehensive, systematic and cohesive plan that provides the basic knowledge, skills, and attitudes to plan and prepare adults for meaningful and satisfying roles as working members of society.

Adult career education in corrections is the process of developing or changing behaviors of correctional clients through purposefully created experiences and planned environments to prepare them for personally satisfying and socially productive roles. Inherent in this process is the implementation of attitudes toward work and leisure time that are meaningful yet consistent with the client's life style. The process is accomplished in a totally integrated manner that recognizes and involves the contributions of all disciplines, both inside and outside the corrections system, from pre-sentence to post-release, that bear on the clients' needs to develop decision-making capabilities, employability skills, civic and social responsibilities, positive work attitudes and values, and self-fulfillment.

Nielsen (1975) states that one of the basic propositions underlying the career education concept is "that a major responsibility of an educational system is to increase individual options available to learners so they will become employable and well-adjusted citizens in their community" (p. 345). Cunha, Laramore, Lowrey, Mitchell, Smith, and Woolley (1972) emphasize that career development is person-centered. It is developmental and continuous and has no terminating points. Career development is viewed as a series of experiences, decisions, and interactions which, when taken cumulatively, assist in the formulation of a viable self-concept and provide the means through which that self-concept can be implemented, both vocationally and avocationally. Katz (1966) goes on to state that, "Self-concept has become a key construct in career development. Individual values have been treated as the major synthesizing force in self-concept and the major dynamic force in decision-making" (p. 3).

In the delivery system model, the function DEFINE BASIC CONCEPTS (1.1.2) is accomplished by identifying the basic concepts used in the model, and defining the terms so all users will work from a common frame of reference. The terms which are defined should include: career, career development, adult career education, and adult career education in corrections. After defining the basic concepts, the next step is to state basic assumptions. This is accomplished in (1.1.3).

STATE BASIC ASSUMPTIONS (1.1.3)

A basic assumption is defined as an underlying principle or belief.

Any system of adult career education in corrections must be based upon (a) certain beliefs about the nature of clients and staff, (b) the nature of adult career education, and (c) the role of corrections in providing for career development of the clients in that setting. A set of basic assumptions to form a framework for adult career education in corrections was established by an interdisciplinary group of experts meeting in a work conference in 1972 (Ryan, 1972). In this Adult Career Education in Corrections Conference, the Committee of Sixty, representing corrections, education, business, industry, labor, volunteers, offenders, and the social and behavioral sciences, reached a consensus on a slate of basic assumptions to make up the framework for delivery of adult career education in any corrections setting:

1. Every client has the right to and potential for achieving a sense of individual accomplishment and pride.

2. Every client has the right to humane living conditions, proper medical care, protection of physical well-being, opportunity to pursue personal growth objectives, and access to the courts.

3. Every client should have the opportunity to gain specialized knowledge, skills, and attitudes necessary to function effectively as a producer and consumer.

4. Every client is a potential asset to society and is deserving of the best efforts of the correctional process to the end of taking the individual from where he or she is to the most advanced point he or she can reach, without value judgments about what the individual did or was, but rather, with acceptance and support of what he or she is capable of becoming.

5. Every client must be in contact with the adult career education in corrections program for a specified time, and must be placed in other career development systems upon release.

6. Corrections must find ways for all staff to develop their potential for achieving a sense of individual accomplishment and pride in their work as it relates to adult career education in corrections.

7. Corrections must provide clients as much pertinent information as possible for individual analysis so each one can make appropriate personal and career decisions.

8. Corrections should emphasize community-based settings, as well as other alternatives to incarceration, to provide more flexibility and to optimize outcomes from adult career education programs.

9. All correctional experiences, such as curriculum development, instruction, counseling, guidance, work assignments, confinement, and recreation, must be geared to the preparation of each individual for a life of economic independence, personal fulfillment, and appreciation for the dignity of honest work.

10. Constraints, such as institutional needs, facilities, security, budgets, legal decisions, and disruptive clients, must be considered in program planning.

11. Positive attitudes to work and self-improvement are essential for acquisition of knowledge and skills to establish a successful life career.

12. Corrections must provide the climate for encouraging the individual to develop positive attitudes and work-oriented values, human relationship skills, knowledge of alternative career choices, and capabilities for evaluating alternatives in terms of consequences.

13. Industry, labor, community organizations, and public education must support and provide resources for career development in corrections.

14. Adult career education in corrections must identify and utilize learning environments in the home, community, and correctional setting through temporary release programs, work- and study-release, furloughs, halfway houses, and community correction centers.

15. Adult career education in corrections must provide an opportunity for the client to change or clarify his or her values and attitudes

about self, friends, family, socio-economic status, and vocational and avocational pursuits.

16. Adult career education in corrections must be an ongoing, dynamic process incorporating involvement, collaborative efforts, and commitment on the part of clients, former clients, corrections staff, community groups, business, organized labor, industry, education, and human service groups to meet identified needs of clients and society.

17. Adult career education must be provided through an integration of experiences across academic disciplines, vocational training, prison industries, mechanical and food services, health care, custody, and recreation, rather than being a special course or isolated program.

18. Adult career education must be viewed as a means, not an end, in the process of transformation, and, therefore, must be designed to carry over into the experiences of the individual in free society.

19. Adult career education must provide a sequence of systematically arranged experiences to be compatible with the way each client learns, and with his or her background and needs, forming a natural progression from entry to release, and involving career awareness, career orientation and exploration, work experience and specialized job training, and placement in occupational and educational settings.

20. The scope of adult career education in corrections must include experiences to develop decision-making capabilities, employability skills, social and civic responsibilities, work-oriented attitudes and values, and self-fulfillment, to enable each client to function effectively as a client, family member, producer, consumer, and socially acceptable citizen.

In the delivery system model, the function STATE BASIC ASSUMPTIONS (1.1.3) is accomplished by defining the term basic assumption, and then listing the principles or assumptions which will form the foundation for the delivery system. This list of assumptions can include any or all of the assumptions in the generalized model which apply, as well as specific assumptions directly relating to the clients, staff, and situation in the setting where the system will operate. With the listing of assumptions, the rationale is completed. This element, ESTABLISH RATIONALE (1.1), provides a reason for a specified course of action. In this case, it provides the reason and gives the direction to be taken in the delivery system of adult career education for the particular setting. The next step is to describe the ideal adult career education system. This will be done in (1.2).

DESCRIBE IDEAL CAREER EDUCATION SYSTEM (1.2)

The second major part of establishing a conceptual framework for a delivery system of adult career education includes a section that describes the ideal outcomes for clients who participate in the system. It describes what clients will be like when they are ready for release. It identifies and describes seven ideal contributing elements which are considered essential to (a) initiation and maintenance of an adult career education in corrections system, and (b) accomplishment of the mission of the system. These seven elements are the context in which the client who is the recipient of services will be assisted. These seven elements are: community, locale, climate, staff, budget, hardware/software, and programs. A system element is defined as a necessary part of the system, without which it could not operate. The elements serve the purpose of determining what must go into the operation of the system in order to insure delivery of ideal components of the model.

In the delivery system model, the introduction to the function DESCRIBE IDEAL CAREER EDUCATION SYSTEM (1.2) is accomplished by telling what will be included in the ideal system description. This introduction will be followed by two major sections: one describing the ideal outcomes for clients (1.2.1), and the other describing the ideal for essential contributing elements in the system (1.2.2).

DESCRIBE IDEAL OUTCOMES FOR CLIENTS (1.2.1)

Ideal outcomes for clients refer to the knowledge, skills, and attitudes clients will have upon release from the system.

If the adult career education in corrections system is to be relevant, it must insure that client behaviors are, in fact, changed; changed to the extent that when clients are released from the system they have the strengths and skills necessary to compete successfully in society so they will neither return to the corrections system nor will they be a threat to society. If the system has been applied uniformly and has included all of the elements and resources available, the clients should have been involved in purposefully created experiences to enable them to develop or change behaviors in the areas of (a) decision-making, (b) employability skills, (c) civic and social responsibilities, (d) work attitudes and values, and (e) self-fulfillment. The benefits derived must be sufficient to keep the clients from re-entering the corrections process.

The ideal outcomes for clients, specified in (1.2.1) constitute the basis for determining client needs in any corrections system (3.1.1). This is probably the single most important element in the delivery model, for it is in this section that each corrections setting goes on record to state the expectations of the system as far as client behaviors at the point of release are concerned.

Ideally, and minimally, it would be expected that each delivery system would be expected to turn out clients capable of being economically independent, able to implement family responsibilities, able to carry out citizenship responsibilities, able to set goals and make decisions, able to implement work-oriented values in their life styles, and capable of achieving self-fulfillment. It would be expected that upon release, each client would have mastery over basic skills of communication and computation, be able to implement interpersonal skills in healthy social relationships, have at least entry-level job skills to support a standard of living at least equivalent to that of the individual before arrest, be self-directing, and be capable of decision-making and goal-setting. In essence, the client should exit with the capabilities for being socially productive, personally satisfied, and able to function effectively in the free world in acceptable, constructive ways. Above all, the client should be motivated to achieve self-identity and vocational maturity. Brinkman (1975a) says, "One of the great objectives of a correctional educator is to motivate and to show by a genuine, all-consuming, dedicated interest in each of the students that this man is really worth something" (p. 139).

In the delivery system model, the function DESCRIBE IDEAL OUTCOMES FOR CLIENTS (1.2.1) is accomplished by describing exactly what the system expects in the way of client behaviors at the point of termination. Such behaviors should be related to decision-making, employability skills, civic and social responsibilities, work attitudes and values, and self-fulfillment. The description of ideal client outcomes should describe behaviors deemed essential to keep the individual from either returning to the system or posing a threat to society. This important section of the delivery system model should specify, in detail, the expectations as far as the client population of the particular setting are concerned. The next step will be concerned with stating the ideal for the elements considered essential in order to turn out the ideal client. This is accomplished in (1.2.2).

DESCRIBE ESSENTIAL CONTRIBUTING ELEMENTS (1.2.2)

There are seven elements which are considered essential to accomplish the mission of corrections which is changing the behaviors of clients to make them socially productive individuals and contributing members of society. The essential contributing elements are those factors which are considered to be requirements for an effective system and without which the mission could not be accomplished. These seven elements provide the context in which the clients will develop or change behaviors through purposefully created experiences. The seven essential elements, necessary to deliver adult career education in a corrections setting are: community, locale, climate, staff, budget, hardware/software, and programs.

These seven elements all bear directly on the system's capacity to deliver services, and, therefore, must be carefully considered. All of the elements affect the quality and quantity of services and should be viewed as the life blood of the system. If one of the elements is inadequate or missing, the entire system operation will be affected and major portions of the system may be unable to operate. For example, if the budget is inadequate and no tradeoffs can be made to compensate for this lack, all other elements will be affected and essential services basic to the system will not be able to function in a manner consistent with the clients' needs and the system expectations regarding client outcomes. In the following sections each of these elements will be described as it would be if it were part of an ideal delivery system.

The operating system should be as close to ideal as possible. In a sense, the description of the ideal sets forth the philosophy for the particular correctional setting:

> The educational philosophy must be related to the institutional philosophy, the department of correction's philosophy, and the legislative philosophy. . . . The philosophies of each department within an institution (must) be related horizontally.
> (A. R. Sessions, 1975, pp. 117-118)

In the delivery system model, the introduction to the function DESCRIBE ESSENTIAL CONTRIBUTING ELEMENTS (1.2.2) is accomplished by stating what elements must be included in an ideal delivery system, and by establishing the importance of these seven elements for the particular corrections setting. The next step will be to describe the ideal community (1.2.2.1).

DESCRIBE IDEAL COMMUNITY (1.2.2.1). A community is a geographic area circumscribed by identifiable boundaries. The description of the ideal community will delineate what functions must be carried out, and the kind of environment which must be provided in the relevant communities in order to contribute to client outcomes.

There are three communities which must be considered as essential resources to the client and as possible sources of adult career education in corrections services. They are: the city or town where the correctional setting is physically located, the correctional setting itself, and the pre- and post-release communities from which the client has come and to which he or she will return.

Depending upon the enabling legislation or the jurisdiction in which the system operates, clients can and should take part in temporary release programs which include study release, work release, furlough, pass programs, halfway houses, community correction centers, and residential care programs. The local community and pre- and post-release communities should provide opportunities for clients to participate in adult education, post-secondary education, college, and specialized vocational training. These communities, through the active participation of business, industry, and organized labor, should provide employment opportunities. The agencies in these communities concerned with welfare and family counseling should participate in helping to develop and implement programs aimed at assisting the clients to understand and accept family responsibilities. The communities should be working in consort with corrections to provide opportunities for clients to participate in real-life situations not available in the closed institutional setting. The communities also must come to the institution to assist in creating opportunities which simulate the real-life situations as closely as possible.

The institutional setting offers less variety and has more limits on the kinds of career development experiences which can be provided.

However, the institutional setting should not be overlooked. Most academic and vocational programs can be conducted in the institution, and with cooperation and participation from the community, can offer training, employment, and group living experiences which teach responsibility in a positive way and thus contribute to achievement of adult career education goals.

In an ideal system, each corrections setting must identify resources in the community which can be involved in providing opportunities to develop career awareness, provide for exploration of career options, develop employability skills, provide for educational and occupational placement, and offer continuing support for career development. Each agency or organization in the community which can contribute toward realizing the adult career education goals must be actively involved in the planning of an integrated program as well as participating in the delivery of services.

The kind of integrated system which is necessary as opposed to isolated or segmented bits and pieces operating independently, can only be achieved through some kind of coordinating council with decision-making powers. There must be a single administrative unit which will be held accountable for delivering the integrated set of services and providing the sequence of adult career education experiences to corrections clients in the community. An ideal arrangement for this is one which provides for an advisory committee with representatives from agencies and organizations in the community, clients, corrections, and consultants or resource persons. The committee will perform an advisory function only. A coordinating council, with representation from both community and corrections, will be charged with the administrative function and will be held accountable.

Cooper (1975) points out that in the ideal situation, clients must be able to develop and sustain relations with a community. The need is for a means to open correctional institutions to the community and vice versa.

> Promising steps in this direction are underway. An example is the growing liaison in some communities between colleges or technical schools and correctional units. Inmates are in some cases attending such colleges, and equally important, the colleges are sending volunteers to work in the institutions. Improved means are being discovered to make student and inmate contributions valuable to each other. (Cooper, 1975, p. 89)

In an ideal system, organized labor, business, industry, human service agencies, public education, higher education, private training, and concerned citizens must be actively involved. McCollum (1975) emphasizes that the need for "post-release supportive services for the average offender is critical" (p. 51). Understanding and support are needed for the structured reintegration of the offender back into 'home' after a prolonged absence.

In the delivery system model, the function DESCRIBE IDEAL COMMUNITY (1.2.2.1) is accomplished by identifying the correctional setting, and the local, pre- and post-release communities. The importance of community participation should be discussed. The most important part of this section, however, is the description of exactly what should be done, which agencies should be involved, and how community participation should be achieved in delivering adult career education to corrections clients. The next element to consider will be the locale. This will be done in (1.2.2.2).

DESCRIBE IDEAL LOCALE (1.2.2.2). Locale refers to the area in which the planned adult career education experiences are provided. This may be a classroom either in an institution or in a public school setting in the community. It may be a place of employment, a counselor's office, a halfway house, a hallway, the prison yard, or the living unit. The locale may be any one or all of these areas. Locale refers to any place where awareness, exploration, skill development, placement, or followup experiences are provided.

The locale is important in the adult career education in corrections system. It is important to identify all of the areas where experiences can be provided to achieve adult career education goals. Ideally, all locales will be prepared to support career development, and the environments in the various locales will be designed to reinforce each other. Ideally, as many locales as possible will be part of the adult career education system. Corrections systems that have programs involving a wide-range of locales such as pre-trial diversion, work- and study-release, furlough and pass programs, halfway houses and after-care release centers, are better prepared to offer adult career education experiences than settings where these programs are missing. Ideally, each corrections setting should strive to initiate as many as possible of these programs and utilize as many locales as possible.

In the delivery system model, the function DESCRIBE IDEAL LOCALE (1.2.2.2) is accomplished by defining the term and then describing the locales that should be involved in order to deliver adult career education to clients in the particular setting. The next step will be to consider the kind of climate that should prevail under ideal conditions.

DESCRIBE IDEAL CLIMATE (1.2.2.3). Climate refers to the motivational effect of the total environment upon the individual. It must be considered in terms of the way in which each element in the system, and the various combinations of elements, reinforce the concept of career development.

Climate is one of the most important elements in the adult career education system in corrections. Since corrections settings are complex and diverse, and the interactions between corrections and community are dynamic and sometimes tenuous, it becomes critical to examine the factors contributing to a positive climate. To disregard the correctional client culture is to invite program failure. Structuring of the correctional clients' community in which the program and client will interact must be such that a positive climate is insured. It is within this environment that the client will make initial attempts of awareness and exploration. If the individuals who are part of this environment do not support the attempts at achieving career and self-awareness and exploring of career options, and if the staff is not prepared to assist the client and the correctional community with as much support as possible, the client can never acquire the self-understanding and understanding of various life styles, or develop the required roles related to constructive and productive participation in society. Positive climates do not just happen; they are made to happen by purposeful and careful planning. In the ideal situation, a positive climate totally supporting and reinforcing the adult career education concept is established and maintained. Cooper (1975) points out:

> Changes in the "design" of human environment is not a problem exclusively for the administrators of the criminal justice system. Insofar as the environment consists, in large part, of people, the quality of relationships between institutional staff and offenders is quite significant. Communication difficulties abound when role stereotypes interfere with openness both on the part of the offender and the staff. However, it should be noted that the process of working through stereotypes is the rehabilitative process, and personnel who are not clearly aware of their import need support in the patience-consuming task of relating beyond stereotypes. An environmental change occurs whenever persons relate differently. The change is by "design" when it is based upon informed human concern. (p. 89)

In a delivery system model, the function DESCRIBE IDEAL CLIMATE (1.2.2.3) is accomplished by discussing the meaning of climate, and describing what would constitute an ideal climate in the particular setting for which the system is being designed. This description of the ideal will include reference to the kind of psychological climate that is desired, and the way in which this would be achieved under ideal conditions. The next step will be to describe ideal staff (1.2.2.4).

DESCRIBE IDEAL STAFF (1.2.2.4). Staff for adult career education in corrections refers to all individuals who interact with clients within the setting in which the system operates.

Staff, then, is not limited to educational or counseling personnel, but involves custody, supervisory, management, and administrative personnel as well. Ideally, staff will include every paid and volunteer worker in the corrections setting, as well as paid and volunteer workers in the community who interact with or provide services for the clients of the corrections setting. This includes parole agents, outside resource personnel, employment counselors, labor, business, and industry representatives, teachers and counselors of public schools and adult education programs in the community, college faculty, and vocational-technical training program instructors.

The staff attitudes and competencies are important. The dedication and understanding of what is to be done and how the adult career education goals are to be accomplished have a direct effect on the climate for career development and influence the quality of the entire system. In the ideal system, all staff involved in vocational training, prison industry, adult basic education, counseling and guidance, medical and psychological care, job readiness, job placement, recreation, mechanical and food services, and custody, must be integrally involved in the delivery of adult career education to clients in the corrections setting. Ideally, a systematic process of recruitment, selection, and training of paid and volunteer workers in the institutional setting is carried out, and an organized program of identification and training of community-based personnel is provided.

It has been said that most modern facilities cannot make an institution successful; that it is staff that makes the difference. What is needed, according to Reed (1975), are "persons of integrity, maturity, experience, flexibility, and 'heart' " (p. 221). Brinkman (1975b) emphasizes the importance of staff attitudes:

> Of the total budget in any institution, a great part of the expenditure is for personnel--custodial staff, chaplains, doctors, nurses, clerks, typists. . . . In one institution wherethe total annual budget is $9,401,000.00 cost for personnel is $5,573,000.00. In order to justify this tremendous outlay of money for personnel and in order to make the best use of our stockholder dollar on the resident, everybody had better be pulling together. . . .
>
> The prisoner is the reason for their employment and therefore that variety of people should have a common goal--the welfare and resocialization of the prisoner. (p. 108)

In the delivery system model, the function DESCRIBE IDEAL STAFF (1.2.2.4) is accomplished by discussing desired staff roles and attitudes and indicating what would constitute an ideal staff component for the particular corrections setting. This should include the ideal as far as needed staff to support the program, and the procedure for recruiting, selecting, and training both paid and volunteer workers are concerned. The next element to consider is the budget needed under ideal conditions (1.2.2.5).

DESCRIBE IDEAL FINANCING (1.2.2.5). Finances refers to monetary resources to support the system. The financing plan is a budget which is defined as a systematic way of allocating and expending funds to achieve a given purpose.

Systems of adult career education in corrections demand financial support as all factors in the system depend on these resources. The system must be related to available funds. All avenues of funding should be aggressively pursued. Reliance on direct allocations from only one funding source will most certainly result in inadequate financial resources to complete the task at hand.

The public wants humane treatment for clients at the lowest possible cost. Since this is a reality, it is crucial to know how the limited funds are being spent and what the payoff is. To know only how much is being bought can only be interpreted as a short cut to the poor house. Corrections may not be the most popular program for expenditure of tax dollars, nor is rehabilitation, per se, a universally accepted notion. The idea of dollar expenditures for corrections programs, including adult career education in corrections, must be sold on the basis that it is a good investment for the public in that it protects society by providing a method of changing clients into community assets rather than liabilities. In an ideal situation, an agressive program of obtaining funds to support corrections is carried on and adequate financial resources to support an active, comprehensive program of adult career education in corrections are provided.

In the delivery system model, the function DESCRIBE IDEAL FINANCING (1.2.2.5) is accomplished by describing what is meant by financing, outlining the kind of financing program which would be carried out under ideal conditions, and then outlining the various sources of funding which would be considered. The next element to consider is the hardware and software which contribute to achievement of adult career education goals (1.2.2.6).

DESCRIBE IDEAL HARDWARE/SOFTWARE (1.2.2.6). Hardware refers to equipment or machines that perform physical functions in presenting educational materials. Software refers to instructional materials and supplies, including various media such as films, tapes, slides, loops, cassettes, and records; as well as texts, workbooks, models, blackboards, maps, graphs, posters, and magazines.

Whether adult career education is delivered to corrections clients in an institutional setting or through community agencies, the use of hardware and software is important. Experiences to develop career awareness and to provide exploration of career options can best be accomplished by using carefully selected hardware and software.

An ideal delivery system will provide for selection and use of hardware and software which are appropriate for the particular clients. The test of the adequacy of hardware/software utilization is one of quality, rather than quantity. It would be far better to have a few items which are appropriate and used, than to have rooms filled with uncrated hardware and software. Frank (1975), in a discussion of hardware and software for adult career education, points out that it is vitally important for acquisition and use of hardware and software to be done in a systematic and selective manner. Because of the great amount of hardware and software on the market and because of the sophistication of marketing techniques, the ideal system will provide for continuing evaluation of available items in terms of their contribution to the system objectives and careful appraisal of new items before purchase is made.

Although there will be wide variation in the hardware and software selected and used, because of the individual differences in client groups and between institutional and community programs, it is possible to identify certain items which would be included in any ideal system. For example, every setting should provide programmed instructional materials to enable the clients to learn at their own pace and set their own time frame. This is crucial since most correctional settings have little control over when the clients arrive or depart.

Individualized hardware/software units for presenting media modules are essential. These units offer an entry point for some extremely disruptive and violent clients who are not ready to participate in other types of learning situations. Individualized teaching machines, programmed texts, video tape equipment, television, texts, and paperback books are essential in all settings. Electronic surveillance equipment is an aid in redirecting staff time and should be considered. Computerized instructional systems are also available and should be explored. Regardless of the items selected for the hardware and software component, in all settings the content delivered should reinforce the adult career education concepts.

In the delivery system model, the function DESCRIBE IDEAL HARDWARE/SOFTWARE (1.2.2.6) is accomplished by defining what is meant by these terms, describing the importance of having hardware and software for the particular setting, and, then, describing what would be an ideal set up for the particular group of clients in the setting where the system will operate. The last element to make up the ideal system is the set of programs. This will be considered in (1.2.2.7).

DESCRIBE IDEAL PROGRAMS (1.2.2.7). Programs in corrections settings refer to all organized structures with prescribed content and purposes set up to implement the mission of corrections. Adult career education programs refer to the specific structures with content and purposes to implement the goal of adult career education; that is, to make each individual a fully functioning person capable of realizing a personally satisfying and socially productive life.

Programs are identified by the functions they perform. Each major program function has small programs units. For example, treatment programs include education, medical, psychological, and religious services; while the custodial program includes all controlling and security functions. Ideally, all programs in the correctional setting will be considered in light of the functions they perform and in the context of adult career education. The concept means integrating, into all existing and ongoing programs, specially created experiences to achieve career development for all clients. The ideal program in a particular setting must be concerned with more than skill training. It must be concerned with the self-fulfillment of the whole person.

> (It) must prepare people for the world of work, but it must also prepare them to be intelligent consumers when they spend their earnings. It must prepare them to be effective members of their family groups and effective citizens of their communities and of their world. It must prepare them to enrich the qualities of their lives. (J. A. Sessions, 1975, p. 297)

Nichols (1975) has suggested seven specific items which should be included in an ideal program:

1. A corrections system that encourages probationary rehabilitation rather than incarceration.

2. A society that is willing to take the risk involved in human rehabilitation; a forgiving society that accepts the client's skill and preparation without prejudice.

3. Bridges to industry so that clients can be trained for employment in places where the employer is receptive and ready to utilize their services upon release.

4. Opportunities for normal relationships between the client's outside supportive family and friends, including privacy and marital intimacy.

5. A curricula in the institution that is pupil-centered and individual so that the client returns to society more ably equipped than when he or she departed.

6. The opportunity for the client to take advantage of television courses of study beamed to general audiences.

7. Educational innovation to provide black clients with a more comprehensive curriculum that will increase their self-identification and self-assurance.

Ideally, every setting will provide programs in two locales: the program offerings inside the institution, and the program offerings in the community. The makeup of the particular client population will determine the extent to which institutional offerings dominate community programs, or vice versa. In every setting, an ideal system of adult career education will provide a minimal set of programs either in the institution or the community to develop (a) basic communication and computation skills, (b) at least job entry level skills, (c) capabilities for maintaining effective interpersonal relationships, (d) work-oriented values, (e) consumer skills, (f) decision-making and goal-setting capabilities, and (g) citizenship responsibilities.

Each program must be oriented to and support the goals of adult career education. In an ideal situation the following programs will be offered: vocational training, adult basic education, General Education Development (GED), high school completion, college-level instruction, guidance and counseling, psychological and medical services, cultural enrichment, recreation, temporary release, study- and work-release, substance abuse, institutional industries, work assignment, and probation and parole services with post-release planning and follow-up.

The vocational training program is a particularly important part of adult career education. Houchin (1975) points out that, "Properly designed, vocational training probably increases the mathematical chances in favor of a successful post-release life more surely than any other type of education, provided, however, the academic educational program has been closely correlated with it" (p. 284). Houchin (1975) recommends six principles for effective vocational training:

> Candidates for vocational training should be carefully selected by the classification team on the basis of whether the inmate has the aptitude and ability to learn the skill, and whether he or she will be able to accomplish the basic related education. Vocational competence without behavioral control and academic competence tend to "lock in" the individual in a life situation in which the options are severely limited.
>
> The vocational trainee must be counseled to insure that the individual has realistic aspirations. Interviews with inmates frequently indicate expectations of rapid advancement following their release. Subsequent failure to realize these advancements may contribute to recidivism.
>
> Wherever possible, the vocational trainee should acquire not only usable skills, but pride in high-grade performance which enables him or her to "get a kick" out of doing a job well. Hopefully, he will be trained to the point where he gains more satisfaction from the performance of legitimate work than from his former criminal activities.
>
> The vocational training programs must also be prepared to meet the needs of those clients who do not have the ability for skilled training. Even as porters, janitors, maintenance men, handymen, they can be trained to do a better job.
>
> The vocational training program assists the team approach by its guidance and assistance of the inmate in his or her goal to earn a living as a productive member of society in a type of work for which he or she is fitted and interested.
>
> The most important element in the vocational training program is the instructor himself. The influence of a strong, sound instructor upon his trainees will be of more lasting importance than the skills and knowledge which he impairs. It is through the influence of such staff members that the most desirable changes in attitude occur, and that social education becomes a reality. (pp. 284-285)

Prison industries must be part of adult career education in corrections. Houchin (1975) stresses the role of prison industries in the total institutional involvement. Prison industries can ideally provide a "graduate level" of the vocational training programs. Where desirable, the classification team can afford the vocational trainee actual experience on a job closely related to training. Many clients have a history of sporadic employment, and the experience of adjusting to an eight-hour day, five-day week job is itself a successful accomplishment for them.

Correctional industries are capable of being operated in a manner comparable to that of private employment. Instead of allowing the client to remain at a pace of turning out 250 pieces a day, the industry supervisor can assist the individual in learning how to turn out 1,000 pieces a day as would be expected in private industry. Well-trained and understanding industry supervisors will enhance the inmate's attitude toward employment and his or her ability to succeed in the community, thus contributing to the overall treatment program of the institution.

The ideal adult career education system provides for an integrated and articulated program which is achieved by having a coordinating council responsible for planning and monitoring a single master program plan involving both institutional offerings and community programs. The coordinating council will be a decision-making body, and will include members from the institution and the community.

The key [illegible] success in adult career education in corrections will be the programming of individual clients into appropriate segments of the total program operation. Since every aspect of the institution will be expected to contribute to achieving adult career education goals, and since the community programs into which clients can be enrolled will also contribute to these same goals, it means that, ideally, every client in the particular setting will be participating in adult career education experiences every waking minute of every day.

Ideally, community programs will be used as much as possible. This should include community offerings in public school adult education, community or junior colleges, four-year colleges or universities, vocational and technical trade schools, cultural programs, counseling and guidance, apprenticeship, on-the-job training, and paid employment. Ideally, these programs cannot be piecemeal or isolated offerings, but must be part of the total master program of adult career education, and must be accountable in terms of achieving adult career education goals and in providing experiences related to career awareness, career exploration, job preparation, placement, or follow-up.

The institution must not be ignored as an integral part of any adult career education in corrections system. Academic and vocational programs can be conducted in the institution. Employment and group living experiences can be structured in such a way that they teach responsibility. All too often clients are made dependent while institutionalized to promote centralized control and efficiency of operation. It does not have to be this way. Ideally, living and housing units, whether rooms or cells, can be arranged into small sub-units or living unit communities in which clients can be exposed to a variety of therapeutic experiences directly related to career development. If dependency is a problem, the living units can deal with this by providing situations where failure can be tolerated.

Controlled experiences can be provided that will tolerate mistakes so growth can occur. All resources within the institutional setting and appropriate resources in the community can be utilized to provide growth experiences in the most efficient and effective manner possible. Cooperative program planning must occur among and between all levels of the system if the client is to be helped to develop as a whole person.

The contributions of all disciplines must be thoroughly understood by all involved so the multitude of client needs can be met. In order for this to happen, all staff must understand what has to be done and what locales and resources can be used to accomplish each specific objective. If responsibility is to be developed, it can be done in such locales as the classroom by completing certain assignments. It can also be accomplished in the cell block and living unit by keeping an area clean; in the recreation program by returning equipment on time; or in the work assignment by being on time for work.

Responsibility can also be developed outside the institution, such as in the halfway house through sharing housekeeping duties. The important point is that every member of the corrections staff--officers, guards, living unit supervisors, teachers, counselors, recreation workers--accept responsibility for recognizing the client's problem areas and creating varied experiences and situations to be delivered at the times and places where the problems can be most effectively dealt with and the goals of adult career education achieved.

Programs must provide for development of measurable objectives to determine how well or how poorly these objectives are being achieved. In addition, quantitative assessments of program needs of the client population must be provided so the corrections system can plan to obtain sufficient resources to meet the needs.

In the ideal system, a re-ordering of priorities is required so the most effective utilization and allocation of resources in the institution and in the community can be realized. This will mean some dramatic changes in routine and will result in some clients going to school during late evening hours, while others work split shifts.

The programming of individual clients will be systematically planned and implemented. The client, in an ideal system, will receive initial diagnosis when entering the system and will be involved in the process from an information sharing standpoint, and also, will be involved in decision-making and goal-setting. A program plan will be developed that is directly related to the reasons for which the client is in the corrections system. The plan will be designed to develop the knowledge, skills, and attitudes which are lacking, and will give credit for the background of knowledge and skills which the client possesses. This is the first step in demonstrating to the client that he or she does in fact have worth and dignity and will be treated as an individual--a human being who has both strengths on which to build and weaknesses which can be overcome. Ideally, the client will be held responsible for decisions and agreements.

Each client, ideally, will be exposed to purposefully planned and created experiences as they relate to the client's skill, knowledge, and attitudinal deficiencies. If resources are not available to meet these deficiencies, the system must be flexible and creative enough to develop such experiences.

As the client progresses through his or her planned program, counseling and guidance experiences should be provided to contribute to the individual's growth and development. Vocational counseling should be given to assist in developing positive work values. Vocational training should be provided to develop an employable skill. Group living experiences and recreation should contribute to developing socialization capabilities. Study-release should be provided for advanced skill acquisition. Work-release should provide actual paid employment experiences and give practice in consumer skills. Clients may also be exposed to temporary release to provide experiences related to family responsibilities, job finding and re-entry transition.

Establishment of uniform screening criteria must be developed to identify clients who need different aspects of the program offerings. Criteria also must be set up to exclude individuals who do not need particular program offerings. Programs should provide opportunity for adult career education through specified experiences for all clients in a manner consistent with effective use of funds and allocation of treatment resources. An essential part of adult career education in corrections is to provide a way of identifying individuals who can handle responsibility and can be released safely from control, as well as identifying those who cannot. Ideally, the low-risk cases will be identified as quickly as possible and progressively moved out of the institutional setting into the community program, and high-risk cases will be retained for protection of society and will be provided adult career education experiences in the institutional setting.

In the delivery system model, the function DESCRIBE IDEAL PROGRAMS (1.2.2.7) is accomplished by telling what is meant by the program in relation to adult career education, and then describing what would constitute an ideal adult career education program, involving both community and institution, for the particular setting in which the system will be operated.

Conclusion

The first step in designing a system of adult career education for a corrections setting is to establish a conceptual framework. This conceptual framework, presented in Chapter I of this generalized model, is the foundation of the planning model, just as the conceptual framework developed for each delivery system model will be the foundation on which the particular delivery system is built. The framework is established by setting forth a rationale and establishing an ideal version of the system. The rationale is in terms of background, current situation, basic concepts, and basic assumptions. The ideal is in terms of the expected client outcomes from an ideal system, and the seven elements considered essential to initiation and maintenance of an effective system of adult career education in corrections.

This conceptual framework provides the basis for constructing and evaluating the system of adult career education in corrections. The plan for system operation, which is developed in (6.0), depends on the conceptual framework set forth in (1.0). The evaluation which is made in (7.0) takes into account the ideal which is developed in (1.0). The next step is the processing of system information which will begin in (2.0).

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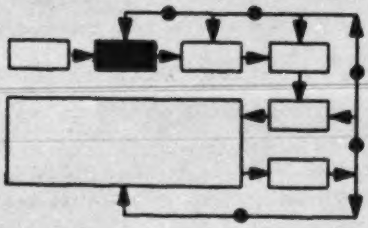
CHAPTER II



PROCESS SYSTEM

INFORMATION (2.0)

Introduction

> To begin any new project one must look at the system as it now exists and begin there.
> Joseph Oresic

A conceptual framework for the design and implementation of a system of adult career education in corrections has been established in (1.0). The next step is to formulate and operate an information processing system for adult career education in corrections (2.0). To process system information means to carry out a series of planned acts or operations concerned with analysis of data leading to the communication of knowledge about the organization or structure of adult career education in the corrections setting.

An information processing system involves maintaining a data base, modifying it, and getting reports from it. It is usually defined as a general purpose device; meaning that it can accommodate a large range of applications. An information processing system supplies information that is required to make decisions and to exercise control to the management of an organization. As pointed out by Immegart and Pilecki (1973):

> All organizations have information needs and develop ways to fulfill these needs. At a general level, these are information systems. An organizational information system is simply an organization's arrangements for facilitating functional communications or data and information exchange. (p. 137)

Few, if any, organizations of any size or complexity exist without an information system of some kind. It might be random personnel files of the administrator, the records kept by teachers, the cummulative folders of the clients, the accounting registers of the business office, or statistical files in regular reports and evaluations. However, random information gathering is generally not effective. As pointed out by Guertin (1969), "Most all data provide information" (p. 25). Immegart and Pilecki (1973) further point out that, "Few administrators have ever been in the position where they have had too much information, although too much irrelevant information is a luxury the administrator often enjoys" (p. 136).

The information processing system may be automated or a simple manual operation. Immegart and Pilecki (1973) point out: "The information support system, then, is a conscious and planned system comprised of people, machines, procedures, and data which is designed to fulfill the information requirements of an organization" (p. 136). An information support system is generally seen as functioning in three main areas: (a) transactions for routine business or processing function, (b) control to ensure that other systems are operating properly and within bounds, and (c) planning for availability of data necessary for long-range organizational operations.

The information processing system follows an orderly operational procedure in specific steps. First, relevant or useful data are selected for processing or storage in the system. Once collected, the data are codified for purposes of the system, e.g., recorded verbatim on a cummulative folder, reduced to a symbol system, or keypunched onto IBM cards. Next, the data are stored on an appropriate record medium in an appropriate place such as filing cabinets, tape racks, film files, or card files. Some data are then analyzed. Finally, data are recalled or unstored through the employment of a retrieval scheme whereby relevant, requested information is made available for the use that the support system intended. Sophisticated information systems also have self-monitoring or evaluation devices and a removal capacity for ridding themselves of outdated data.

The purpose of information systems is to provide information to the user when, where, and how the user wants it. Information rarely is requested because of idle curiosity; it is needed as a basis for making decisions. The decision-making responsibility is not limited solely to management, but to some extent is implemented by every person involved in the corrections process. Information is at the heart of the management process. Administrators are faced with the need for making a continuous series of decisions. Creative management demands making the right decisions at the right time. Although these decisions vary greatly in their nature and consequences, they are all dependent upon one common element--information (Boardman, Doerr, & Van Gelder, 1972).

The corrections agencies and institutions are being pressured by lawmakers, government agencies, laymen, and clients to justify decisions, programs, and policies. For practically the first time in the history of corrections, there is a way to obtain data needed for making justifiable decisions. The need for an information system is particularly important in planning and implementing adult career education. Beard (1970) points out:

> Computerized and centralized data provide the (administrator) with the wherewithal for making prompt, efficient, and justifiable decisions in such crucial areas as students, staff, curriculum, property, and fiscal matters. Also, the probing queries of critics and researchers can be handled with ease. . . . The concept of a computerized central educational data base involves linking pertinent academic and administrative information . . . into a system which yields maximum

efficiency and utilization. (p. 33)

The importance and need for accurately and comprehensively processing system information cannot be over-emphasized. The more accurately and comprehensively the real system is known, the more accurate will be the assessment of needs (3.0), and definition of subgoals and objectives (4.0), which, in turn, determine both direction of system operation and output from system performance.

Processing system information is accomplished by a systematically planned procedure for implementing and conducting an information support subsystem (2.1), and analyzing the data (2.2) to produce information pertinent to decision-making in adult career education in corrections.

In the delivery system model, the introduction to the function PROCESS SYSTEM INFORMATION (2.0) is accomplished by explaining what is meant by information processing, and by establishing the importance of having an information processing subsystem as part of the adult career education system in the particular corrections setting where the delivery system will operate. The next step is designing and conducting information support (2.1).

DESIGN/CONDUCT INFORMATION SUPPORT (2.1)

An information support subsystem is a well-defined operating procedure involving people, machines, procedures, and data designed to fulfill the information requirements of an organization. Operating staff who have needs for using the data must be involved in designing the system.

DESIGN/CONDUCT INFORMATION SUPPORT (2.1) is accomplished by determining information needs (2.1.1), and, then, actually collecting and storing data (2.1.2) to meet the information needs. In an overview of an information support system design, Immegart and Pilecki (1973) presented nine steps to be carried out to set up an information support system:

1. Analyze organizational information needs and requirements.

2. Review existing information support.

3. Develop criteria and standards for information support system design and evaluation.

4. Plan and design alternative systems.

5. Test functional consequences and operational consequences of each alternative.

6. Assess the workable alternatives in terms of min-max criteria.

7. Select the desired alternative and operationalize it in detail.

8. Train personnel for testing or implementation.

9. Evaluate and review system performance.

Similarly, LaForest (1975) surveyed a number of systems theorists and came to the conclusion that although the theorists used different terminology, they all agreed on the following: (a) inputs into a system must be identified carefully before subsequent planning, (b) data accrued while conceptualizing the system will be needed in all later decisions, (c) failure to make an exhaustive and thorough analysis of all factors will appreciably affect the implementation of the program plan, and (d) failure to acquire complete data relevant to one element will restrict development of all others.

In order to effect a system of adult career education in corrections, an efficient information support system is needed because of the comprehensive mission of adult career education. Information is needed which relates to career development experiences. In order to provide these experiences, information is needed on the clients as well as on the adult career education system elements: community, locale, climate, staff, finances, hardware/software, and programs. The data on these elements must be analyzed in developing a delivery system of adult career education for any correctional setting. Information needs are determined, then relevant data are collected and stored for later analysis and use in decision-making and evaluation. This, then, is the function of the information support system.

In the delivery system model, the function DESIGN/CONDUCT INFORMATION SUPPORT (2.1) is accomplished by telling what is meant by designing and conducting an information support system, and establishing the importance of this function in the adult career education system for the particular corrections setting. This introduction to the information support system operation will be followed by detailed descriptions of the steps involved in designing and conducting an information support system.

DETERMINE INFORMATION NEEDS (2.1.1)

Determining information needs means deciding what instructive knowledge must be available to form a basis for making decisions and providing some sort of justification for these decisions. Determining information needs also involves determining the kinds of instruments and techniques needed for collecting evaluative data (7.2.1).

An effective career education information system should serve two primary purposes: (a) provide a flow of information for ongoing activities, and (b) provide information to make periodic analysis for program changes. Guertin (1969) differentiates among three kinds of information systems which are based on user needs. If the goal is to assist administrators make sound decisions, then a management information system is appropriate. If the objective is to help educators improve teaching-learning transactions by knowing about particular learners, then a learner information system is needed. If the purpose is to help the client understand his or her place in the corrections setting and in the free society, then a guidance information system is needed.

Since much of the data can be utilized to provide information to administrators, educators, learners, and all other individuals involved in the total system of adult career education in the corrections setting, it stands to reason that what is needed to support adult career education in corrections is a total information system. The total information support system must meet the needs of all users--including administrators, educators, clients, and others in adult career education in corrections. Determining the needs of the information support system will involve deciding what kinds of information are needed by all the users.

It is important to determine the needs for information since this will decide what data will be gathered. The data which are collected and stored determine what information reports can be produced. Guertin (1969) pointed out that "Long experience in keeping fiscal records helps us know what data to record and store to be analyzed later" (p. 27). This is not the case, however, with regard to client data. There are many questions to be answered to determine what data should be obtained which relate to society. These are questions such as: "Should standardized test scores be stored?" "Is it worthwhile to collect and store client tallies of their expressed interests?" The answers to questions like these lie in the purpose of the information system for the consumers.

The kinds of information needed for the adult career education in corrections model are determined mainly by the nature of the system; that is, the system purpose and scope. By considering these items both the kinds of information and the amount of data needed to supply the information can be determined. It is important to insure that information is adequate, but not irrelevant. For the adult career education in corrections system, information will be needed about the clients, community, locales, climate, staff, budget, hardware/software, and programs, in relation to developing clients' decision-making and employability skills, civic and social responsibilities, work attitudes and values, and self-fulfillment.

Since the clients are at the focal point of the system, it is especially important that adequate and appropriate information regarding their characteristics be provided as a basis for making wise program planning decisions. It is important that data be acquired to enable the assessment of strengths and weaknesses of the clients so specific action programs can be directed at removal of deficiencies. Data are needed which are relevant and reliable in order to be useful in creating plans to develop decision-making, employability, civic and social responsibilities, work attitudes and values, and self-fulfillment. It is essential to obtain as much data as possible about the clients in order to motivate them to learn, as well as to develop programs of adult career education which will satisfy their needs. The data which have been collected and stored (2.1.2) must be verified and analyzed.

An information support subsystem designed to fulfill the information requirements of decison-making and evaluation in a delivery system for adult career education in corrections is needed. The information subsystem provides a description of the real-life environment of the adult career education system in the particular corrections setting employing it. Too many decisions in adult career education are based on insufficient information. Data are needed to improve the quality of the decisions. Every correctional setting needs information. Each setting must determine just what information is needed, and this usually involves looking at the kinds of decisions which must be made, as well as considering the nature of the particular delivery system and what it is hoping to accomplish.

In the delivery system model, the function DETERMINE INFORMATION NEEDS (2.1.1) is accomplished by discussing the purpose of the information, the importance of having sufficient but not irrelevant information, and setting forth the information needs for the particular delivery system. The next step involves collecting and storing data (2.1.2).

COLLECT/STORE DATA (2.1.2)

Now that a determination of information needs has been made in (2.1.1), it is necessary to collect and store data which will meet these needs. The process of collecting and storing data is the planned set of operations carried out for the purpose of providing information to direct ongoing operations and for making program changes.

The collection of data involves sources, methods, and instruments. Data can be collected through the use of personal interview, postal survey, record compilation, and rating sheets. Smith (1975) names four tools to be used in collecting data: deductive reasoning, faith, observation or inductive reasoning, and intuition.

Obtaining data is important and requires careful planning and follow-through. The collection of data is a critical element in establishing a data base which, in effect, is the foundation of any information system. It is important to gather data because every bit of data gathered will contribute to the total picture of what is present as well as what is lacking in the field of correctional education in the institution.

A data base involves:

> a structured interacting complex of persons, machines, and procedures designed to generate an orderly flow of pertinent information, collected from both intra- and extra-organizational courses, for use as the bases for decison-making in specified responsible areas. (Brien, 1970, pp. 276-277)

To build a data base requires careful planning and explicit objectives. It is essential to know not only why the data are needed, but also what data are needed, when they are needed, how they are to be used, and by *whom* they will be used. When these questions are answered it will be possible to determine where the data should be collected, and to set up guidelines for how and when they will be collected. LaForest (1975) points out: "Inadequate data at any point can undermine the usefulness of the system as a viable planning instrument of change" (p. 8).

The collection of data must be followed by storage of raw data. The data can then be analyzed in (2.2). Data storage refers to holding data in a standardized form so they are accessible, flexible, maintainable, and secured. It is important for procedures to be devised for effectively organizing data which have been collected. First, it is important that all data collected be *standardized*: the data must mean the same thing to all users of the system. A common statistic in referring to education in corrections is client-counselor ratio. Unless the data relating to client-counselor ratio mean the same thing to all users, it is useless to store these statistics. If one person interprets the ratio to mean the total number of clients receiving counseling regardless of the time involved or the nature of counseling, this has a completely different meaning than would be the case if the ratio referred to client-counselor contact hours in specified counseling situations.

Data must also be *accessible*. It must be relatively easy for users to obtain data with a minimum of effort or expenditure of time. It must be possible for all users to be able to get the data they need when they need it.

Third, the data base must be *flexible*. It must be organized in such a way that it is possible to add, delete, or change the data at any time. If this is not taken into account, it means that users will rely on data that are no longer accurate.

Fourth, the data must be *maintainable*; that is, there must be control over the maintenance of the data. This can be accomplished by establishing control over the points of entry. Finally, the data base must be *secured* to prevent access by unauthorized persons.

Data which have been collected with great care become useless if stored in a haphazard manner. It is like having a closet full of clothes, but never being able to find the right outfit for the occasion. This leads to an endless and costly cycle of buying more things, not using the ones that are there until, finally, the whole closet collapses from its own weight. The key to storage is having a systematic way of organizing and filing data so they will be readily accessible and easily usable. If this is not the case, the whole storage procedure becomes a costly farce which serves no purpose. The maximum data payoff is obtained when it is possible to call up different mixtures of several types of data. Data from previous years should be accessible in storage to provide trend analysis. Uniformly collected and stored data from comparable settings can be used to produce comparative and normative descriptions of adult career education in corrections.

The design for storage will depend on various constraints as well as available resources. Data may be combined in a single continuous record or several records may be maintained. The storage design will be influenced by the frequency of updating, frequency of retrieval, number of records involved, processing capabilities of the system, dissemination of data, and costs of operation. Storage and retrieval may be handled by hand operations or by computerized systems.

Many corrections settings have access to a data processing unit. The corrections setting can tap into the data processing unit by using a terminal which rents at a reasonable cost. Although it is generally assumed that the use of computers would be the optimum in an information subsystem, this is not necessarily the case. A manual system can be used if a clear-cut procedural design is established for providing this informational support. Clark (1975) described a needle-sort manual operation which was implemented in one correctional setting when costs of installing a computerized system were prohibitive. The system involved use of cards in various sizes with numbered holes for notching around the outer edges, sorting rods, and a hand-notching punch. Complete data on any category could be retrieved by simply inserting a sorting rod through coded numbered holes around the edge of the card.

When computer storage is not used, it is essential to plan and implement a completely scientific manual collection and storage procedure to provide data on the adult career education system elements. Relevant data must be stored in such a way that different combinations can be retrieved without difficulty at a moment's notice.

In describing the information processing subsystem for any delivery system model, it is important to take into account the purpose of the delivery system. Once this is done, then it will be possible to specify the kinds of information needed, and upon taking into account available resources and constraints, to outline a procedure for collecting and storing data. For example, given a fictitious correctional setting, the Howhork Halfway House, in which the delivery system is for the purpose of placement of clients, then it might be determined that answers to the following questions are needed:

1. What are the career development opportunities available to clients for work/study release?

2. How much is the community involved with career education opportunities in the institution?

3. Are business and industry and labor leaders in the community aware of employability skills of the client?

4. What employment opportunities are available for post-release?

5. What is the population of the community?

6. What is the social, ethnic, political profile of the community?

7. Is the community rural, suburban, or urban?

8. What community aid agencies are available to the post-release client?

9. What is the community's feelings toward half-way houses, drug treatment centers, and adult education centers for post-release clients?

10. To what degree is the community eligible for federal funding for developing career training for post-release clients?

In addition, information on the following would be needed:

1. Vocational interests and aptitudes of clients.

2. Employer standards for various jobs in the community.

3. Resources available for transporting clients to work.

4. Feelings of potential employers about hiring offenders or ex-offenders.

5. Staff available to work on the placement program.

6. Materials required.

7. Program cost and available funds.

8. Existing programs related to placement.

After specifying the needed information, the next step would be to describe a procedure for collecting and storing the data. In the How-hork example, it might be decided that gathering would be done using tests, interviews, surveys, questionnaires, and inventories. Storage would be manual. A guide for collection and storage might be developed as follows:

Item	Collection Methods	Storage Method
Client	Testing, interviews, reports, records	Card file
Community	Questionnaire	Monthly report file
Locale	Survey	Locator file
Climate	Questionnaire	Monthly report file
Staff	Interview	Personnel Needs file
Budget	Interview with business manager	Financial file

Hardware/ Software	Inventory	Supplies and Equipment file
Programs	Inventory	Guidance file

Collecting and storing data for later retrieval is important in any information support system. The information which is made available to decision-makers is limited by the data which are gathered. It is almost a foregone conclusion that inadequate information support systems in corrections cannot provide the necessary data to effect optimal career education systems. The information system cannot be adequate when haphazard, uncoordinated, disunified, time-consuming methods are employed.

All the data which are systematically gathered should be used as raw material to answer specific questions. Lengthy and/or irrelevant details must be avoided. Data which are irrelevant to questions asked should not be gathered or stored. Conversely, when regularly gathered and stored data fail to provide a sufficient basis for answering the information requests of the users, the data gathering base must be expanded.

In the delivery system model, the function COLLECT/STORE DATA (2.1.2) is accomplished by describing what is meant by collecting and storing data, establishing the importance of these procedures, and then setting forth, in detail, a plan for a continuing process by which data will be collected and stored in the corrections setting where the adult career education system will operate. This description should describe the sources of data, the methods and instruments to be used for collecting, and the plan for storage of information in the setting where the delivery system will operate. The next step in designing a delivery system model will be to acutally analyze current data which have been collected and stored. This will be accomplished in (2.2).

ANALYZE REAL LIFE SITUATION (2.2)

Data which have been collected and stored (2.1.2) must be analyzed. This involves data to describe clients (2.2.1) and system elements (2.2.2). To analyze means to take a whole and break it down into its separate parts, identifying the parts, and setting limits so as not to lose the identification of the parts. The analysis of data is the process of identifying the basic subsystems of information, separating the data into these categories, and determining the relationships among the information categories. An information system for adult career education in corrections must provide meaningful data on the clients and on each of the elements of the adult career education system; namely, community, locale, climate, staff, budget, hardware/software, and programs.

The analysis of data is very important in providing the informational support for efficient transactions, control, and planning. The analyzed data about clients (2.2.1) and system elements (2.2.2) must be considered in implementing the plan (6.0). There is little question that the planning function of any system is facilitated and improved by having carefully analyzed data. Caffrey and Mosmann (1967) conclude that simulation and modeling are useful in analyzing data. In the design of a delivery system, as well as in monitoring the operation of a system, it is essential to have at hand relevant analyzed data about the clients (2.2.1) as related to the community (2.2.2.1), the locale (2.2.2.2), the climate (2.2.2.3), the staff (2.2.2.4), the budget (2.2.2.5), the hardware/software (2.2.2.6), and the programs (2.2.2.7).

In the delivery system model, the introduction to the function ANALYZE REAL LIFE SITUATION (2.2) is accomplished by explaining the importance of this process, and telling what data will be analyzed in planning the system of adult career education in the corrections setting. This introduction will be followed by a detailed recording of data under each of the eight categories. First, the client data must be analyzed (2.2.1).

ANALYZE REAL OUTCOMES FOR CLIENTS (2.2.1)

The client information subsystem should be a summary of complete client records including quantitative and subjective data, both current and historical.

The client is the focal point of the adult career education in corrections system. It is for the client that the system exists. The starting point in planning is to know the characteristics of the clients. Planning to meet client needs requires a complete and accurate picture of the clients' characteristics. This information provides the basis for planning programs to correct substance abuse problems, or other maladjustments, as well as developing employability skills, decision-making skills, interpersonal relationship skills, and work attitudes and values. Client data reported in (2.2.1) constitute input data used in evaluating (7.2.2.1). This is the most important subsystem in the information processing function. The considerable amount of time and effort required in gathering and analyzing data about clients will pay great dividends.

The following data should be recorded to describe the total client population in the correctional setting in which the delivery system is to operate:

1. Age (range, average number and percent in various age brackets)

2. Sex (number and percent male and female)

3. Ethnic background (number of different backgrounds)

4. Marital status (number single and married)

5. Employment (number unskilled, semi-skilled, skilled, semi-professional, professional)

6. Educational achievement (number with different grade level equivalencies, college, advanced degrees)

7. Aptitudes (number with different aptitudes, according to standardized test results, if available)

8. Interests (number having different interests, according to standardized test results, if available)

9. Mental ability (number in different bands, according to standardized tests, if available)

10. Offense record (number sentenced for different reasons)

11. Length of time remaining to serve (number with different amounts of time remaining)

Additional data should be provided if available. The idea is to provide in tabular form a composite picture of the total population, not identify or describe a single individual. As much data as possible should be recorded to describe the client population. If an information processing form has been used to record data about the clients, all the recorded data should be entered in the delivery system model in an organized form in (2.2.1).

In the delivery system model, the function ANALYZE REAL OUTCOMES FOR CLIENTS (2.2.1) is accomplished by explaining briefly what is meant by this function, stressing its importance, and systematically recording in quantitative form the complete demographic data describing the client population of the corrections setting. The next step is to analyze essential contributing elements (2.2.2).

ANALYZE ESSENTIAL CONTRIBUTING ELEMENTS (2.2.2)

The analysis of essential contributing elements refers to identifying what is taking place and what the existing situation is with regard to elements or functions which are considered necessary for the operation of a delivery system of adult career education in a corrections setting.

Having analyzed the data describing clients in the corrections system (2.2.1) as it is operating in the existing real-life environment, it becomes necessary to analyze essential elements contributing to the delivery of experiences intended to accomplish the mission of the corrections setting. There are seven basic elements which should be involved in delivering adult career eudcation to clients: community, locale, climate, staff, budget, hardware/software, and programs. In analyzing the real-life environment, not only is it important to find out just what the current system is doing toward rehabilitation of the clients, it is also essential to determine what the actual situation is and the potential for utilizing the seven elements which should combine to provide the context in which clients will develop or change their behaviors. This takes place in the subsystem (2.2.2) in the process of analyzing these seven elements.

This analysis of the contributing elements in the real-life situation constitutes an extremely important function. The results of this analysis will be the basis for defining the requirements of the adult career education in corrections delivery system. This analysis also is utilized in making an assessment of deficiencies in the system (3.2) which might be overcome in designing or formulating a plan (5.1) to more nearly approximate the ideal specified in (1.2), as well as providing data used for evaluation of the adult career education process (7.2.2.4).

In the delivery system model, the function ANALYZE ESSENTIAL CONTRIBUTING ELEMENTS (2.2.2) is accomplished by telling what is meant by analysis of the essential elements, stating the importance of making the analysis, and identifying the seven elements which should be part of the adult career education system and which will be considered in relation to the real-life environment. The first step in making this analysis of the system elements is the analysis of the community (2.2.2.1).

ANALYZE COMMUNITY (2.2.2.1). Community data refer to data regarding the environment of the corrections setting. This refers to data deriving from the community immediately adjacent to the corrections setting, the post-release community, and the community within the institution.

As far as adult career education in corrections is concerned, community data constitute one of the most important of the information subsystems. A central focus of adult career education is the preparation and placement of clients in meaningful, self-satisfying and socially productive employment. To accomplish this, data about the community must be analyzed.

Quantifiable data should be recorded and analyzed considering various aspects of the communities, such as social structures, economic factors, political factors, laws and regulations, and attitudinal factors. These data must be analyzed in order to provide the basis for delivering a viable system of adult career education to clients in the corrections setting. It is not possible to design an adult career education system without knowing the society from which the clients have come, the society into which they will be going, and the society in which they are functioning--the particular corrections setting (Joint Commission on Manpower and Development, 1969; Ryan, 1973). Without these kinds of data to describe the real-life situation, it will not be possible to plan or to provide meaningful adult career education for clients in a corrections setting.

Questions which should be answered to facilitate creative and dynamic use of the three community areas to achieve the desired client outcomes include:

1. Extent to which the community is used to provide for heterosexual satisfactions, encourage social relationships with family and friends, facilitate pursuit of client interests, and develop appreciation for minority beliefs and demands.

2. Extent to which the community is used to provide economic incentives and reinforce positive work attitudes and values.

3. Current and projected labor market trends, occupational outlook, and employment opportunities for clients.

4. Number and identification of labor organizations, businesses, industries, and social and service organizations to serve clients.

5. Opportunities and resources for adult and continuing education and training.

6. Resources for developing client career awareness and for providing career exploration experiences.

7. Legal barriers to employment and existing avenues for overcoming these obstacles.

8. Volunteer and paraprofessional resources.

9. Existing enabling legislation.

In the delivery system model, the function ANALYZE COMMUNITY (2.2.2.1) will be accomplished by briefly describing the meaning of community data and establishing the importantce of these kinds of data. This will be followed by a detailed reporting of pertinent community data regarding the immediate community, the post-release community, and the correctional setting community. This will be followed by analysis of locales (2.2.2.2).

ANALYZE LOCALE (2.2.2.2). Locale refers to the area in which planned career education experiences take place. The locale data for the real-life environment are important in planning since the system has to be geared to what is potentially available. This includes classrooms, buildings, places of employment, counseling offices, clients' living units, vocational shops, learning centers, libraries, trailers, work-release centers, community colleges, and clients' homes.

Data to describe the locale must be provided since this description actually specifies the environment in which career education will take place. This does not mean the adult career education must be taking place at the time of the locale analysis. It does mean, however, that both the environment and the resources in this environment--both inside the correctional setting or institution and in the community--are identified. Since one of the basic assumptions of adult career education is that there must be a cooperative effort involving corrections and community, resources in the community where adult career education can take place must be identified.

In the delivery system model, the function ANALYZE LOCALE (2.2.2.2) is accomplished by defining what is meant by locale, stating its *importance, and then providing an inventory of resources for adult career education in the particular setting. A plan or map should be included if possible. The next step is to analyze the climate (2.2.2.3).*

ANALYZE CLIMATE (2.2.2.3). Data about climate pertains to physical and psychological environmental factors affecting morale and motivation of clients and staff. Factors which reflect climate include staff and client attitudes, staff and client morale, and physical facilities.

The climate of the real-life corrections setting is very important. The climate must be positive and supportive of adult career education in order for the program to succeed. The analysis of the climate in the real-life environment is made by answering such questions as: What is the state of client morale? To what extent is there a climate conducive to change? To what extent is there total commitment to achieve the mission of adult career education in the corrections setting?

The description of climate generally is based on subjective, rather than objective data. It is a good idea to get ratings from several individuals from the correctional setting--including both staff and clients--on such variables as staff-staff relationships, staff-client relationships, and client-client relationships. It is important to know the kind of communication pattern being used; that is, top down, two-way, or some other kind of pattern. The administrative pattern, such as authoritarian, democratic, or laissez-faire, also has a bearing on the psychological climate. If possible, information should be provided to indicate the provision for grievance procedures, and accessibility to ombudsmen, for both clients and staff.

In the delivery system model, the function ANALYZE CLIMATE (2.2.2.3) is accomplished by defining climate, stating why climate is important in the particular corrections setting, and reporting quantitative data relating to climate in the particular corrections setting. This report should include data on staff and client attitudes, morale, motivation, and the extent to which there is support for career education. The next step is to analyze the staff (2.2.2.4).

ANALYZE STAFF (2.2.2.4). The staff subsystem refers to a summary of the relevant data on all staff who will be involved in delivering adult career education in the corrections setting.

Since adult career education requires total participation, all staff must be included. This is needed to assist in determining qualifications and competencies to maintain the delivery system. Data are needed on attitudes, competencies, and experience of all staff--both institutional and community--who will be involved in the program. Data must be compiled to describe potential volunteers and other individuals from organized labor, industries, and governmental agencies who may participate in delivering adult career education. Analysis of staff in the real-life setting is important because staff play a crucial role in delivering the adult career education to clients.

In the delivery system model, the function ANALYZE STAFF (2.2.2.4) is accomplished by stating the meaning of staff analysis, establishing the importance of this function, and then recording in quantitative form all relevant data about the staff for the particular corrections setting. The next step is to analyze the budget (2.2.2.5).

ANALYZE FINANCIAL SUPPORT (2.2.2.5). The budget subsystem in the information processing function refers to payroll, budgeting, expenditure accounting, revenue accounting, and tax data. These data can be acquired from budget records, program planning and budget forms, and business office accounting records.

Budget data are important in planning and operating systems of adult career education in corrections as the available financial resources constitute a requirement of the system. It is vitally important to know how much money is available to directly support adult career education. It is equally important to know the available indirect support. If the education system has a specified funding source, it is vital to know how these funds can be allocated for career education staffing, for construction or modification of facilities, for acquisistion of hardware/software, for required capital outlays, and for repair and maintenance of equipment. The way in which goods and services can be used to support adult career education will depend in large measure on the thoroughness with which financial support data are analyzed and reported.

In order to plan or operate an effective and efficient system of adult career education, a budget for the system must be provided in which allocations are specified by line item. The support from external sources must be identified also.

In the delivery system model, the function ANALYZE FINANCIAL SUPPORT (2.2.2.5) is accomplished by stating briefly what is meant by financial support, establishing its importance, and providing the budget which will support the adult career education in corrections delivery system for the particular setting. The next step is to analyze hardware/software (2.2.2.6).

ANALYZE HARDWARE/SOFTWARE (2.2.2.6). Hardware refers to the physical factors required to support a system, including all equipment and devices used in presentation of software, such as electronic surveillence systems and computer systems. Software refers to materials and supplies such as programmed texts, films, tapes, slides, cassettes, records, books, blackboards, maps, graphs, and posters.

The hardware and software in the real-life environment must be inventoried to (a) optimize use of the equipment and materials in delivering adult career education, (b) develop motivational learning of the clients, (c) bring the distant and remote world to the clients whose direct contact with the outside world is restricted, and (d) help the client to become aware of career options and explore the different options by taking the client into the free world for hands-on experiences.

In the delivery system model, the function ANALYZE HARDWARE/SOFTWARE (2.2.2.6) is accomplished by defining the terms hardware and software, establishing the importance of these elements in the adult career education system, and then recording an inventory of what is available for purchase and what is on hand. The next step is to analyze programs (2.2.2.7).

ANALYZE PROGRAMS (2.2.2.7). Programs are all organized situations with prescribed purposes set up to implement the mission of adult career education. This subsystem includes descriptive and quantitive data on all programs in the existing corrections setting such as vocational training, adult basic education, General Education Development (GED) preparation, social education, counseling and guidance, on-the-job training, college, work/study-release, and cultural groups.

The analysis of program data serves the purpose of providing a summary of functions carried out in the corrections setting in terms of serving clients involved. By knowing what currently exists, it is possible to incorporate these elements into the total system. It also provides a basis for identifying program needs.

Accurate inventories of program data are vitally important to the planning and evaluation of adult career education in corrections. They are needed in order to provide totally integrated and articulated sets of experiences related to career awareness, career exploration, skill development, placement and follow-up, as well as to deliver adult career education experiences as regular, ongoing programs. The data on existing programs, both inside and outside the institution, provide the basis for achieving an effective implementation of the adult career education in the corrections setting.

In the delivery system model, the function ANALYZE PROGRAMS (2.2.2.7) is accomplished by telling the meaning of programs, establishing its importance, and then providing a complete, detailed, quantitative and descriptive record of all programs in the particular corrections setting.

Conclusion

The first step in designing a system of adult career education for corrections is to establish a conceptual framework (1.0). This conceptual framework serves as a frame of reference for planning and implementing any delivery system of adult career education for a corrections setting. The examination of basic assumptions expressed in the rationale for the system leads directly to the design of an information processing system (2.0) which will serve both to direct and to evaluate the total adult career education system in the corrections setting. Without an information processing system there could be no system of adult career education in any corrections system.

Information processing must be ongoing, serving to direct ongoing activities, and evaluation. The nature of the design which will be created for any delivery system of adult career education will depend on the amount and kind of data recorded and the thoroughness with which the data are analyzed in the processing information subsystem (2.2). The plan for continuous monitoring of the system operation depends upon the system which is set up in (2.1) for providing a continuing information support system. As the adult career education delivery system is put into operation and evaluated (7.4.2), new data are produced which are fed back to the information support function (2.1.2).

The data which are analyzed in (2.2) have direct effects on the assessment of needs which is made in (3.0), formulation of a plan for meeting the needs (5.1), and the implementation of the program plan (6.0). The evaluation of the system cannot be carried out unless data about the process and input variables are considered (7.2.2.4) and (7.2.2.1). These data are supplied by the information support subsystems in (2.2.1) and (2.2.2).

The next step in the design of the delivery system of adult career education in corrections will be the assessment of needs which will be accomplished in (3.0). Comparisons are made between the ideal client outcomes (1.2.1) and what actually exists as far as client outcomes are concerned (2.2.1). Weaknesses or gaps in the existing corrections operations also are determined by comparing the ideal system elements (1.2.2) and the elements in the existing system (2.2.2).

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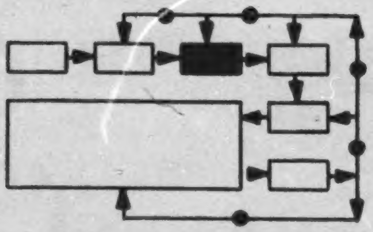
CHAPTER III



ASSESS NEEDS FOR CAREER EDUCATION (3.0)

Introduction

> The most valuable and first strategy correctional educators should initiate for obtaining support for adult career education is needs assessment. Jerry O. Nielsen

Any system of adult career education education must be related to the clients it is to serve and to the correctional setting where it is to operate. Before any new program can be developed, the need for such a program must be established. Fitzgerald (1972), in reference to education centers in California, pointed out: "Needs assessment . . . is the basis for project development and long range planning" (p. 13). The object of the needs assessment in the adult career education in corrections delivery system is to determine discrepancies between optimum career development opportunities and real-life career development opportunities. The difference between the optimum and the real-life existing situation points up the needs.

Needs are discrepancies between what _is_ and what _should be_; that is, the differences between the _real_ and the _ideal_. The conceptual frame of reference which was established in (1.0), and the data describing the real-life situation which was recorded in (2.2) provide the basis for making a needs assessment. The _ideal_ is based on the set of assumptions set forth in the rationale developed in (1.1). The _real_ is described in the analysis of the real-life environment in (2.2). Discrepancies between the ideal and the real are needs.

A need is something for fulfilling an optimum situation; to identify is to point out or describe; to assess is to measure and evaluate importance. Ryan, Clark, Hatrak, Hinders, Keeney, Oresic, Orrell, Sessions, Streed, and Wells (1975) discuss the importance of making a needs assessment:

> The overriding purpose of this conceptual model is to provide a vehicle for designing delivery systems which will meet real needs and improve the education process. . . .
>
> The assessment of needs may reveal weaknesses to cause embarassment, but when a sincere desire to improve the system

exists, the long-range gains will far outweigh a temporary discomfort to individuals or departments. (p. 53)

The assessment of needs is an important step in developing a delivery system. The assessment of needs for adult career education in a correctional setting is important to prevent wrong decisions, forestall development of unneeded programs, and prevent wasteful expenditures of resources. Too often in corrections, programs have had limited success because they were initiated with little or no regard for client needs and the elements necessary to meet those needs.

Reed (1975) points out: "It is imperative that residents' needs be carefully assessed. We must recognize also that there are group and individual needs, and short-range and long-range objectives that must be met" (p. 222). The importance of needs assessment cannot be overemphasized. Nielsen (1975a) points out that in making the needs assessment it must be kept in mind that this is not a causal identification process. The needs assessment should provide a basis for improving the system. It should not result in wasted energies devoted to worrying about what caused the deficiencies. The needs assessment is one of the most valuable tools for directing and redirecting educational efforts.

There are two kinds of needs which must be assessed. The first--or primary needs--refers to client needs. The secondary needs refer to missing elements or inadequately functioning elements in the system for delivering adult career education to clients. The system must function to bring about the kinds of changes in the clients which will serve to redirect or rehabilitate them so they become socially productive citizens. The primary needs will determine the system performance subgoal objectives (4.2). Secondary needs will give the direction to the formulation of a plan (5.0) and implementation of a program (6.0) to meet the primary needs.

Assessing needs is different from identifying needs. The assessment of needs should reflect the thinking of a large number of individuals involved in the system, and should derive from a carefully planned collection of relevant data. Identification of needs is the first step in needs assessment. This is done by collecting data from groups so the areas where there are discrepancies between real and ideal can be pointed out. The assessment is completed when the discrepancies are quantified to describe what is needed to fulfill an optimum condition.

In making a needs assessment, it is important to start by considering what constitutes an effective system. Ryan (1969) gives four criteria which could be used to determine the effectiveness of any system. These criteria can be used as a basis for making the needs assessment in relation to adult career education in a corrections setting. The criteria are: (a) compatibility of system and environment, (b) optimization of the system in terms of being geared to accomplish the stated mission, (c) wholeness in terms of having all the functions necessary to deliver adult career education, and (d) systematization in terms of having all parts clearly related to each other.

In the delivery system model, the introduction to the function ASSESS NEEDS FOR CAREER EDUCATION (3.0) is accomplished by defining needs assessment, specifying the two kinds of needs--primary and secondary--and telling why a needs assessment is important for the particular setting where the delivery system will operate. The next step is to determine the primary or client needs for the setting and to put these needs in priority order (3.1).

DETERMINE/PRIORITIZE CLIENT NEEDS (3.1)

Determining and prioritizing client needs is accomplished in two steps: determining client needs (3.1.1), and prioritizing client needs (3.1.2). To determine client needs means comparing the ideal client described in (1.2.1) with the clients as they really are according to the data given in (2.2.1). To prioritize needs means to place the client needs in order according to importance.

Client needs are the primary concern of adult career education in corrections. The basic assumptions (1.1.3) are stated in client terms. Clients are the reason the system exists. Cooper (1975) observed, "If one is attempting to promote growth, determination must be made as to areas in which offenders desire or need to develop personally" (p. 82). In establishing the conceptual framework for the system (1.0), the kinds of skills, attitudes, and knowledge needed by clients in order for them to return to the free society as productive citizens were identified. It has been determined that the end product of the corrections process should be the client who is released with the following capabilities: ability for realistic decision-making, capability of being self-sufficient and able to support dependents, having a set of values which recognizes the growth and dignity of work, ability to relate to others and perform citizenship responsibilities, and, finally, capability of achieving self-realization.

The primary needs assessment is a comparison which is made by determining the discrepancies between ideal and real-life situations. This means that in each setting, the ideal, particularly as far as client outcomes are concerned, must be specified as objectively as possible. Nielsen (1975b) states, "Learner's status relative to (desired outcomes) . . . must be defined as precisely as possible in order that one can set the stage for good program design--this means that status must be measured objectively" (p. 275). An example of the identification of client needs is given by Nielsen (1975b): If a desired outcome for learners in a correctional setting is that they all have mastered the 8.0 level in reading vocabulary during their incarceration, and if the records show that 80% of the population are reading below the 8.0 level, then a primary need is to raise the reading vocabulary level of 80% of the clients to 8.0. This same kind of comparison must be made between real-life situations and the ideal on all the dimensions of desired outcomes for clients. The result will be the identification of primary needs.

In a delivery system model, the introduction to the function DETERMINE/PRIORITIZE CLIENT NEEDS (3.1) is accomplished by defining the terms and explaining their importance in an adult career education system. The next step is to determine client needs (3.1.1).

DETERMINE CLIENT NEEDS (3.1.1)

A client need is the difference between the ideal client described in (1.2.1) and the real client described in (2.2.1). This information is sent forward to (3.1.1). The difference between what the clients are actually like, and the way they would be ideally are client needs.

The ideal client would be a fully functioning individual who is able to make decisions, is employable, is civically and socially responsible, has good work attitudes and values, and is self-fulfilled. The real client will, in fact, lack most of these characteristics and abilities. Having considered the nature of discrepancies between what clients can do and what is desired, the next step is to look at the cause of the discrepancies. It is only when the causes are determined that real needs can be identified. If this step is omitted, it is all too easy to misconstrue the need. If this happens, as it does all too frequently, the result will be the specification of faulty goals and implementation of programs which are focused on the wrong areas.

The process of determining the cause of discrepancies is simply a matter of deciding whether a performance discrepancy is due to a skill deficiency or to something other than lack of skill. If the individual is able to perform, but doesn't, the solution lies in something other than in enhancing his or her skills. Mager (1970) points out that " 'teaching' someone to do what he already knows how to do isn't going to change his skill level" (p. 17)

It is important to determine client needs so that programs can be planned to meet these needs. For example, under ideal conditions all clients would be able to get and maintain employment. In the fictitious Howhork Halfway House, 100% of the clients would be employable. If it were found that actually only 20% were employable, the primary need would be to increase the level of client employability by 80%. In another situation, employers of welders in the local community might require a high school diploma or GED certificate to qualify for employment. If it were found that 40 clients at Howhork Halfway House wanted to work as welders in the community, but that 30 members of this group had an educational equivalency of 7th grade, the primary need would be to raise the academic achievement of 30 clients by five grade levels.

In the delivery system model, the function DETERMINE CLIENT NEEDS (3.1.1) is accomplished by telling what it means, and actually listing the needs of the clients in the particular setting. This is done by indicating the percent of the population lacking entry-level job skills. The next step is to put the needs in priority order (3.1.2).

PRIORITIZE CLIENT NEEDS (3.1.2)

Prioritizing client needs means to place the client needs which were determined in (3.1.1) in an order of priority based on urgency and feasibility of the needs. Urgency means the immediate importance of the need. Feasibility means the possibility of meeting the need.

This function is important because much time could be wasted if the most critical needs which feasibly could be met were overlooked, while resources and energy were put into the less important or less possible ones. Thus, one of the most important steps in assessing needs is to prioritize the discrepancies. This is accomplished by analyzing the performance discrepancies which have been identified as primary needs; that is, the needs which relate to clients. Mager (1970), in considering the whole area of analyzing performance problems, emphasizes the need to determine the importance of discrepancies once the nature of the discrepancies have been determined. He notes that:

> Not every discrepancy between what people do and what we would like them to do is worth trying to eliminate. It is simply not realistic to expect to be able to remold the world into an image of our own desires. We must be selective about which discrepancies to attack. The way to do that is to check the consequences of leaving the discrepancy alone. A useful thing to do is to complete the sentence, "The discrepancy is important because. . . ." This will help you avoid . . . the head-nodding that is so easy when the question is asked in the yes-no form. Completing the sentence will force into the open the reasons why someone says the discrepancy is important. Once that is done, the importance of the discrepancy can be evaluated more realistically. (p. 12)

In the examples cited about Howhork Halfway House in (3.1.1), two client needs were identified: increased employability and increased academic achievement level. If there were an excellent adult education program in the community, and vocational training opportunities would not be available for one year, then the two needs could be put in order. While both client needs are urgent, the need for increased academic achievement level is more feasible, and, therefore, it would receive the higher priority.

In the delivery system model, the function PRIORITIZE CLIENT NEEDS (3.1.2) is accomplished by defining the concept, listing the criteria to be used, and placing the needs determined in (3.1.1) in a priority listing. The next function is to determine essential element needs (3.2).

DETERMINE SYSTEM ELEMENT NEEDS (3.2)

The function of determining system element needs means to determine the differences between the real and the ideal as far as the seven elements of an adult career education system are concerned. The elements are: community, locale, climate, staff, finances, hardware/software, and programs. Element needs are also known as secondary needs, and the needs as far as each of the seven elements is concerned must be determined.

The program needs probably are the most critical of the secondary needs. Nielsen (1975b) describes the program needs as the gap between expectations and status. Eischen (1975) states that: "Programs should be geared to teach the man what he wants and needs to know in order to function adequately in society" (pp. 157-158). Cooper (1975) sees two areas in which the great majority of offenders have difficulties which are directly related to their criminal activities: (a) interpersonal relations or social identity, and (b) motivation and skill to engage in socially constructive behaviors such as vocational, creative, or recreational activities. These two areas suggest possible program needs.

Because career education requires community participation, it is not unlikely to find secondary needs in this area. Eischen (1975) points out the necessity for involving the community in corrections' affairs and claims that this will require a "fantastic shift of policies by state legislators and institution administrators" (p. 158). He points out that education must be intimately related to what the situation is outside the institution. As he says, "It is not even enough to teach a man to be an excellent barber or a good electrician if the state will not license him or the unions will not let him join" (Eischen, 1975, p. 158). Lothridge (1975) suggests that it is frequently the case to find secondary needs for motivational programs, academic programs, awareness programs, vocational training, and social adjustment.

Identification of element needs is important since secondary needs direct the emphasis in formulating management plans. For example, the Howhork Halfway House ideally would have programs to develop career awareness, provide career exploration, develop job skills, and provide placement and follow-up. If, in reality, released offenders were not helped to find jobs, the need would be for an improved placement program. This would become part of the plan formulated in (5.0).

In the delivery system model, the function DETERMINE ELEMENT NEEDS (3.2) is accomplished by telling what is meant by determining discrepancies, establishing the importance of the step and then listing the differences between the ideal and the real for each of the seven elements present in the correctional setting.

Conclusion

The comparison of the real with the ideal, which is carried out in (3.0), is a needs assessment. By comparing ideal client outcomes (1.2.1) with what actually exists (2.2.1), client needs become apparent. The same question is made for system elements: compare the ideal (1.2.2) with what exists (2.2.2), and system needs are apparent. It is vital that needs are made known so that in (4.2) goals, subgoals and objectives can be developed to help meet the various needs. The next major step, then, is to define and develop goals, subgoals, and objectives, and this is explained in (4.0).

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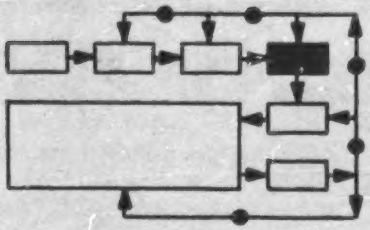
CHAPTER IV



DEFINE/DEVELOP GOALS/SUBGOALS/OBJECTIVES (4.0)

Introduction

> The use of clearly agreed upon behavioral objectives . . . is a step in the direction of increasing the offender's autonomy and self-determination. Charles L. Cooper

The primary needs which were identified and prioritized in (3.1) form the basis for establishing the direction which the program will take. The relationship between client needs and system subgoals and objectives is a direct one. It is not possible to define subgoals and objectives without considering both the client needs and the career education goals.

This subsystem, concerned as it is with the definition of system goals, subgoals, and objectives, is one of the most important in the delivery system. It is in the statement of subgoals and objectives that the intended outcomes are specified. As far as system operation is concerned, the statement of goals, subgoals, and objectives wields a powerful influence. The subgoals and objectives must be compatible with the institution or agency mission; they must specify outcomes which satisfy client needs; and, they must provide the basis for establishing accountability.

The function DEFINE/DEVELOP GOALS/SUBGOALS/OBJECTIVES (4.0) is made up of two parts: relating goals to subgoals and objectives (4.1), and then actually developing goals, subgoals, and objectives (4.2) for the delivery system.

In the delivery system model, the introduction to the function DEFINE/DEVELOP GOALS/SUBGOALS/OBJECTIVES (4.0) is accomplished by telling what is to be done in this subsystem and by establishing the importance of the function as far as the delivery system is concerned. The next step is to discuss what is meant by goals, subgoals, and objectives. This is done in (4.1).

RELATE GOALS TO SUBGOALS/OBJECTIVES (4.1)

The first step in establishing the relationships of goals to subgoals and objectives is to define the three terms. Ryan (1972) defines a goal as a collection of words or symbols describing a general intent or desired outcome. A goal statement is a broadly-defined statement of intent. A goal sets the direction and indicates the general nature of the desired outcome, but does not specify the characteristics of the expected products. Goals must reflect the philosophy or basic asumptions for any particular system. Goals also must be compatible with the expressed mission of the institution or agency where the delivery system will operate. Goals are not measurable. Goals tend to be idealistic, and somewhat abstract; however, goals should not be so far removed from reality as to be meaningless. Neither should goals be so pedestrian that no effort is needed to accomplish them. Goals, then, are statements of general purpose, characterized by broadness in intent and scope, such as "developing self-actualization."

Subgoals are components of goals. Subgoals are stated broadly, but are more precise than goals. When goals are analyzed, their major components can be identified. In a delivery system model, it is usually through the subgoals that primary (client) and secondary (program) needs are related. The subgoal is broadly stated, but is much more concrete than the statement of a goal. Whereas goals of adult career education in corrections refer to the desired ultimate outcomes for corrections throughout the United States, subgoals are specific to a particular institution or agency. Subgoals refer specifically to the assessed needs--primary and secondary--of a given correctional institution or agency. Also, subgoals refer to program needs in relation to client needs. Client needs are always expressed in terms of behavioral deficits. Behavior is classified in three categories and it is this classification that gives the basis for defining subgoals. The three categories of behavior are:

1. Cognitive--pertaining to understanding and knowledge

2. Affective--pertaining to attitudes, values, and feelings

3. Psychomotor--pertaining to physical proficiency and manipulative skills (DeCecco, 1968).

Behavior is defined as those activities which can be either observed or inferred by another person. These activities include thinking, feeling, and doing, and constitute the cognitive, affective, and psychomotor aspects of performance in which individuals engage.

Two types of subgoals are management subgoals and instructor or client subgoals. Management subgoals implement broadly stated general goals by describing in general terms the programs needed to develop the knowledge, skills, or attitudes needed by clients in a particular setting so they might return to the free world as productive, constructive, and contributing members of society. The needed knowledge, skills, and attitudes constitute the instructor or client subgoals.

Thus, while goals refer to client needs in general for the total offender population in the nation; subgoals, on the other hand, refer to program needs (management) in order to develop the psychomotor, affective, or cognitive behaviors (instructor/client) which seem to be most lacking in the client population of a particular institution or agency. "Each situation must develop as many subgoals as necessary to fit that institution's philosophy and needs" (Hayball, 1975b, p. 178). For example, if primary needs indicate that clients are lacking in employability skills and secondary needs indicate a lack of vocational training programs, then it would be conceivable that one subgoal which management would establish would be to establish a program of vocational training which would increase employability of releasees.

Once goals and subgoals are established, objectives can be developed. Mager (1962) defines an objective as an intent communicated by a statement of what the person is to be like when he or she has successfully completed a learning experience. Hinders (1975) identifies three kinds of objectives: management, instructor, and client.

The objective which is the measurable outcome expected to be accomplished by management frequently is called the performance or management objective, and is the objective to which reference is made in the concept "management by objectives." The performance or management objective specifies, in measurable terms, the nature of the program which management will initiate and maintain as well as the expected outcome from the program in terms of the total client population in a given setting. For example, a performance objective might be to conduct a pre-release program to prepare 20% of the population per year, in a particular correctional setting, with job entry skills so that 8 out of 10 releasees will be employed within 30 days of release and maintain employment for 10 consecutive months. With this objective in hand, a warden or superintendent would be able to go to the legislature or report to the governing board with tangible evidence of success or lack of success. Given a population of 800, it would be anticipated that 160 would be released in the year, and that this 160 would be enrolled in the pre-release program. Of the 160 enrollees, it would be intended that 128 would be employed within a month of release and would remain gainfully employed for 10 months. The burden of proof rests on the manager to produce the evidence that the program achieved the objectives, or to offer an explanation for failure to achieve the objective.

The instructor and client objectives, usually identified as behavioral objectives, describe the intended outcomes with reference either to a group of individuals in a particular course of study or to a single client. An example of a behavioral objective, as defined by a teacher, counselor, or learning manager, would be:

> Given a unit of instruction on the relation of occupations to leisure time activity, the learner will be able to list five occupations and tell the amount and kind of leisure activity which could be pursued for each of the occupations, in 10 minutes, with 100% accuracy as determined by instructor rating.

A behavioral objective describes what the person or persons will be doing, feeling, or thinking, and specifies the terminal behavior to be observed after completion of the learning experience. Behavioral objectives are collections of words describing specific, pertinent, attainable, measurable, and observable behaviors expected to result after undergoing planned learning experiences (Ryan, 1969). Behavioral objectives must: (a) identify and name desired behavior, (b) describe the conditions under which the behavior will take place, (c) specify limitations or constraints, and (d) specify acceptable levels of performance.

Behavioral objectives cannot be written in abstract terms using words with several meanings. Mager (1962) cautions that: "There are many loaded words, words open to a wide range of interpretation" (p. 11). Such words as "know," "understand," "appreciate," and "believe" are open to many interpretations and are not explicit enough to be useful as behavioral objectives, although they are fine for subgoals. Behavioral objectives must describe precisely what an individual or group of individuals will be doing when demonstrating "understanding" or "appreciating."

In developing objectives, it is necessary to consider the needs of specific groups of individuals as well as the context within which the objectives will be achieved. This takes into account the institutional and community context, including situational constraints, availability of resources, and the feasibility of providing appropriate experiences.

> An objective has no inherent meaning; it derives its meaning from the specific situation, the target population, and the outcome and process defined within a real life educational program. (Cunha, Laramore, Lowrey, Mitchell, Smith, & Woolley, 1972, p. 15)

And, since objectives provide the basis for establishing accountability, they must be written in terms which can be evaluated. Mager (1968) states that: "We cannot only aim for an objective and act to achieve it, but we can evaluate our success in achieving the objective" (p. 15). Objectives, whether management, instructor, or client, must be evaluated.

> Realizing the futility evolving from a possible hodgepodge of ill-prepared performance objectives, Ryan in 1970, developed a simple, clear, and concise test that provides the quality control so necessary. The SPAMO test is derived from five words: Specific, Pertinent, Attainable, Measurable, and Observable. (Hayball, 1975b, p. 179)

The Ryan SPAMO test requires that objectives be evaluated against five criteria, and rewritten until each criterion is satisfied, as follows:

1. Specificity of objectives. Behavioral objectives should be stated with as much specificity as needed for the decision-making at hand. Objectives that are vague and ambiguous can only result in meaningless and ambiguous plans to implement the objectives. Goals can be presented as an abstraction, but objectives must be described by the operations that define them. Two tests of specificity can be made: (a) degree of concreteness of meaning, and (b) degree of agreement among observers of

meaning. The relative position on a continuum of abstraction, the degree of operationalism, and the extent of agreement among observers determine specificity. Objectives must be sharply focused. It is presumed that after participation in a program, the clients will (a) know more than they knew before, (b) understand something they did not understand before, (c) have skills at a higher level of proficiency than before, and (d) feel differently about things than they did before. Whether the knowledge, skills, and attitudes relate to music appreciation, mathematics, or a vocational trade, matters not, except that specific behaviors must be evident to indicate the amount and nature of knowledge, skills, and feelings manifested by the individual or group of clients.

2. Pertinence of objectives. Pertinence refers to relevancy. It is conceivable that an objective might satisfy the criterion of specicity, and still be completely unrelated to the situation and/or foreign to the client needs. It does little, if any good to have carefully conceived and precisely stated objectives which do not support subgoals and upon which it is not possible to gain consensus concerning the value or worth of the objective. The test of pertinence means seeing that each objective--management, individual, or client--is, in fact, in terms of the situational context and the needs of the clients.

3. Attainability of objectives. An objective must be within the realm of possibility for attainment. This is a test of practicality. The objectives must be so defined that one could realistically expect the desired behaviors to be demonstrated within the time limits and under the conditions set forth. This means taking into account the resources at hand, and any limitations and constraints. Goals can be idealistic, but objectives must be down-to-earth and capable of being achieved. There is no justification for stating loftily defined objectives with nice rhetoric, but which, for all intents and purposes, probably could never be achieved.

4. Measurability of objectives. The test of measurability is determined by seeing if the objective describes behavioral outcomes which can be quantified. The concern is with the relationship between product and purpose, outcome and objectives. The amount of precision in measurement that is required depends on the situation. There must be some way of assessing the extent to which the desired behaviors have been realized whether objectives describe outcomes that are cognitive, affective, or psychomotor. The results of measurement provide the basis for evaluation. It will not be possible to determine effectiveness of the adult career education in corrections program without some indication of the extent to which the objectives have been realized. This is provided through measurement of the degree to which objectives have been reached. Measurability is not synonymous with paper and pencil testing. Measurability means that some evidence can be produced to document or suggest the amount of change in behaviors of clients. Every behavioral or performance objective must be capable of being measured. The degree of precision depends on the judgment of the decision-maker, the state of the art of evaluation, and the availability of measurement techniques or instruments. Objectives dealing with affective outcomes cannot be measured with the

same precision that is possible to obtain with psychomotor or cognitive outcomes, but they can be measured.

5. Observability of objectives. The anticipated outcomes must be observable. There must be something which can be seen to indicate that the objectives have been achieved. Observation must be capable of being made directly or behaviors must be identified which will serve as a basis for inferring that the desired outcomes have been achieved. Every objective is capable of being directly or indirectly observed. Observability means that something can be seen, within a report or action, from which to document the degree to which the intended achievement of the desired end was realized.

The need for effective systems is just as great in corrections as it is in business or governement. An effective system cannot be accomplished without clearly defined objectives. The objectives must be stated clearly and publicized widely so that all resources in the organization can be directed toward achievement of the desired ends. The objectives for each correctional institution or agency must be tailored specifically to that setting and must reflect the assessed needs of the clients and the system. Each facility and each setting is unique and must have its own direction. When the time for evaluation comes, the built-in procedure is at hand through measurement of the progress toward achievement of defined objectives.

Now that the terms are defined, the important step of relating goals to subgoals and objectives can be accomplished. In establishing the rationale for the adult career education in corrections system, the relationship between two essential concepts was established. First, the mission of corrections, as part of the criminal justice system, was established as being the protection of society from crime. This is accomplished in three ways: (a) deterrence, (b) physical separation, and (c) rehabilitation. Second, and related to this overriding mission of corrections, particularly insofar as rehabilitation or redirection of the offender is concerned, is the idea of career development for the client. A basic assumption is that the clients of corrections, for the most part, have suffered from faulty or inadequate career development. Career education is seen as a way through which the clients might be afforded the opportunity to make up for the deficiencies related to their previous career growth, and at the same time to acquire the knowledge, skills, attitudes, and values needed for healthy and full career development.

To implement the concept of career development for clients, five goals of career education in corrections were identified through consensus and across disciplines in a national work conference (Ryan, 1972). The five goals, representing a synthesis of the definitions generated by five task forces at the National Work Conference on Career Education in Corrections held in Chicago, Illinois in October 1972, constitute givens in this generalized model and in all delivery system models of adult career education for corrections. These five goals are universally accepted as the requirements for realizing career development of clients in any correctional setting. The five goals reflect the broad areas to be developed in order for any client to realize his or her full potential and to become a fully functioning, socially productive person. These five growth areas, representing the five goals of adult career education in corrections are:

1. Development of decision-making capabilities
2. Development of employability skills
3. Development of civic and social responsibilities
4. Development of work attitudes and values
5. Development of self-fulfillment.

The relationships among goals, subgoals, and objectives are shown in Figure 1.

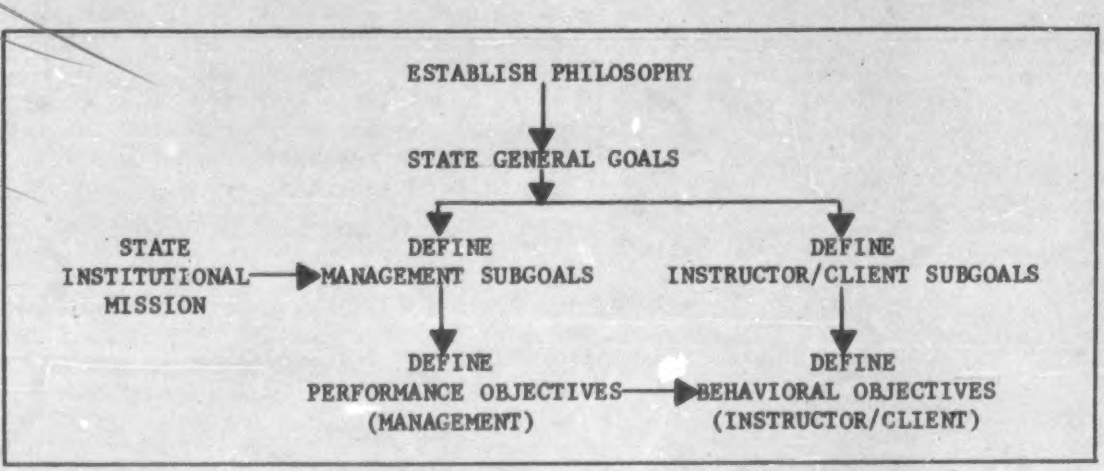

ESTABLISH PHILOSOPHY
STATE GENERAL GOALS
STATE INSTITUTIONAL MISSION
DEFINE MANAGEMENT SUBGOALS
DEFINE INSTRUCTOR/CLIENT SUBGOALS
DEFINE PERFORMANCE OBJECTIVES (MANAGEMENT)
DEFINE BEHAVIORAL OBJECTIVES (INSTRUCTOR/CLIENT)

Figure 1. Relationships of goals, subgoals, objectives.

From Figure 1, it can be seen that the general goals come directly from a broad, general statement of philosophy. When these goals are considered together with the institution or agency mission, it is possible to derive management subgoals which (a) indicate the kinds of programs to be developed, and (b) generally describe the nature of expected outcomes. When the management subgoals are quantified, performance or management objectives result. When the management subgoals and objectives are passed on to instructors, counselors, or other related staff, the task is to specify behavioral objectives, either at instructor or client level, according to whether the objective is for a group of clients or an individual. It is not possible to develop a set of objectives which would apply in all correctional settings. The objectives, whether management, instructor, or client, must relate to the variables within the specific setting.

The relationships of goals, subgoals, and objectives at management, instructor, and client levels is shown by the following example of the decision-making goal:

Goal: Decision-Making - Management Level

Management Subgoal: To develop a program to improve clients' independent behavior and rational decision-making.

Performance Objective: After six months of operating the decision-making program, 75% of the enrolled clients will choose an occupation in which they can realistically obtain employment upon release, as judged by the instructor and counselor.

Goal: Decision-Making - Instructor Level

Subgoal: To raise the decision-making skills of the clients regarding attainable career goals.

Behavioral Objective: After 40 hours of instruction relating to career choice, 15 out of 20 clients will be able to state a realistic career goal, as judged by the instructor and counselor.

Goal: Decision-Making - Client Level

Subgoal: To evaluate career possibilities.

Behavioral Objective: After 10 hours of instruction on evaluating career options, the client will be able to select one personally attainable career out of a list of four possible careers, as judged by the instructor and counselor.

In the delivery system model, the function RELATE GOALS TO SUBGOALS/OBJECTIVES (4.1) is accomplished be defining the concepts, and showing the way goals, subgoals, and objectives are related at management, instructor, and client levels. The next step is to actually develop the goals, subgoals, and performance objectives for the delivery system. This is accomplished in (4.2).

DEVELOP GOALS/SUBGOALS/OBJECTIVES (4.2)

The subsystem which deals with the development of goals, subgoals, and performance objectives for the delivery system is a necessary prerequisite to formulating a plan which will result in meeting the assessed needs. To develop goals, subgoals, and performance objectives means to state the general goals of adult career education, to convert these to management subgoals which will reflect the mission of the particular setting, and finally, to define management objectives for the system. These management objectives subsequently will be used as a basis for generating behavioral objectives at instructor or client levels.

There is no subsystem more important than this one as far as designing a delivery system is concerned. It is in this subsystem that the desired and expected outcomes for the particular corrections setting are specified. The whole system operation will be carried out to realize these ends.

Developing goals, subgoals, and objectives involves stating the five goals of career education in corrections, developing subgoals and performance objectives to fit the specific situation, and evaluating the objectives by applying the SPAMO test which was explained in (4.1). Subgoals and performance objectives are in terms of management.

In the delivery system model, the introduction to this subsystem, DEVELOP GOALS/SUBGOALS/OBJECTIVES (4.2), is accomplished by stating briefly what is to be done; that is, the definition of goals, management subgoals, and performance objectives, and taking note of the importance of this function to the operation of the delivery system. This will be followed by the statement of the five adult career education in corrections goals, with implementing management subgoals and performance objectives for the delivery system in (4.2.1), (4.2.2), (4.2.3), (4.2.4), and (4.2.5).

STATE DECISION-MAKING GOAL/SUBGOALS/OBJECTIVES (4.2.1)

Development of the decision-making goal, subgoals, and objectives will be accomplished by stating the decision-making goal as defined in the Career Education in Corrections Conference, followed by the definition of management subgoals and performance objectives which apply in the particular setting and which will be desired outcomes from the operation of the delivery system model. This will be done in (4.2.1.1) and (4.2.1.2).

DEVELOP DECISION-MAKING GOAL (4.2.1.1). The goal of decision-making is the development of decision-making capabilities. This refers to having the ability to make choices and develop a sense of critical evaluation of these choices in terms of consequences.

Decision-making requires skills for identifying options, exploring and weighing these options in terms of consequences, and finally, selecting from among the alternatives the ones that best implement the values of the individuals and are compatible with prevailing societal mores.

Decision-making is essential if an individual is to realize healthy career development. Individuals must be able to realize, understand, and utilize the decision-making process in making career plans. This involves becoming aware of interests, aptitudes, abilities, values, and attitudes. It also means being able to identify a variety of occupations in which the individual might be able to perform adequately, and to recognize ways in which each of the occupations might contribute to a feeling of dignity and worth.

In the delivery system model, the function STATE DECISION-MAKING GOAL (4.2.1.1) is accomplished by stating the decision-making goal. The next step is to define the management subgoals and performance objectives related to this goal. This will be done in (4.2.1.2).

DEFINE MANAGEMENT SUBGOALS/PERFORMANCE OBJECTIVES (4.2.1.2). In this subsystem, the management subgoals and implementing performance objectives which are related to decision-making and which come from the assessed needs of the clients (3.2) are defined.

The only subgoals which will be stated in the delivery system model in this subsystem are those which come from the assessed primary needs. If the needs do not reveal any deficiencies as far as client decision-making is concerned, there will be no subgoals stated. On the other hand, if there are client needs for developing more efficient decision-making, then management subgoals must be defined. This is done in (4.2.1.2). There will be as many subgoals as the system designers wish to establish. There may be only one, in which case (4.2.1.2) becomes DEFINE MANAGEMENT SUBGOAL/PERFORMANCE OBJECTIVES. There must be at least two performance objectives for each subgoal. Each objective is mentally evaluated by the SPAMO test described in (4.1). However, it will be possible, at the time the plan for achieving management objectives is formulated, to limit the plan by indicating that only specified objectives will be implemented at that time.

The relationship of the decision-making goal, management subgoals, and management objectives is shown in Figure 2.

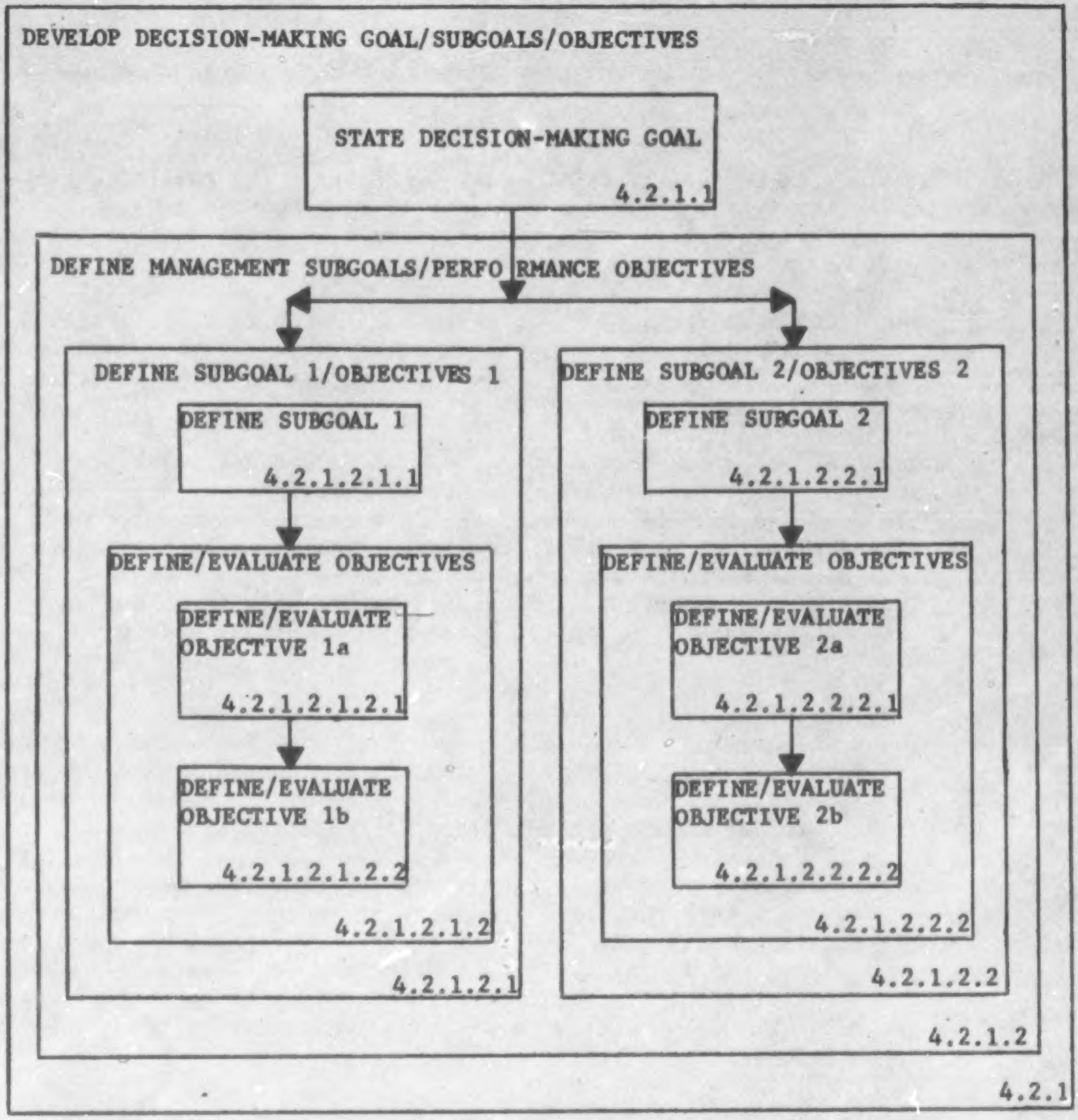

DEVELOP DECISION-MAKING GOAL/SUBGOALS/OBJECTIVES
STATE DECISION-MAKING GOAL
4.2.1.1
DEFINE MANAGEMENT SUBGOALS/PERFORMANCE OBJECTIVES
DEFINE SUBGOAL 1/OBJECTIVES 1
DEFINE SUBGOAL 1
4.2.1.2.1.1
DEFINE/EVALUATE OBJECTIVES
DEFINE/EVALUATE OBJECTIVE 1a
4.2.1.2.1.2.1
DEFINE/EVALUATE OBJECTIVE 1b
4.2.1.2.1.2.2
4.2.1.2.1.2
4.2.1.2.1
DEFINE SUBGOAL 2/OBJECTIVES 2
DEFINE SUBGOAL 2
4.2.1.2.2.1
DEFINE/EVALUATE OBJECTIVES
DEFINE/EVALUATE OBJECTIVE 2a
4.2.1.2.2.2.1
DEFINE/EVALUATE OBJECTIVE 2b
4.2.1.2.2.2.2
4.2.1.2.2.2
4.2.1.2.2
4.2.1.2
4.2.1

Figure 2. Relationship of decision-making goal, subgoals, objectives.

In the delivery system, the function DEFINE MANAGEMENT SUBGOALS/PERFORMANCE OBJECTIVES (4.2.1.2) is accomplished by stating the subgoal(s) and accompanying performance objectives. The next step is to develop the employability skills goal, subgoals, and objectives. This is done in (4.2.2).

DEVELOP EMPLOYABILITY-SKILLS GOAL/SUBGOALS/OBJECTIVES (4.2.2)

This step is accomplished by stating the goal of employability skills (4.2.2.1) as defined by the Career Education in Corrections Conference, and *then defining the implementing management subgoals and performance objectives (4.2.2.2) which are appropriate in terms of assessed needs.*

STATE EMPLOYABILITY-SKILLS GOAL (4.2.2.1). The goal of employability skills is the development of skills required for gaining and maintaining gainful employment. This involves securing and maintaining a job.

The vital need for social skills to supplement vocational skills in order to be employable has been pointed out by Keve (1975), Commissioner of Corrections for the state of Delaware, and former Commissioner in Minnesota:

> Whenever any of us goes to work he must have these two kinds of skills. He needs the basic, identified skill for accomplishing the job, and that is the more usual and obvious focus of vocational training. The other, the social skill, is equally essential but is so taken for granted that we seldom even think of it. It includes such homely details as the ability to set an alarm clock and get up in the morning, even Monday morning. (p. 223)

An employee must arrive at work on time and in appropriate dress. The employee must take only a reasonable amount of time for coffee and lunch, and must come reasonably close to giving the employer's full day's work.

Equally important are the motor and manipulative skills required for various occupations. Employability skills refer to the capability for functioning as a producer of goods and services in a manner satisfying to self and within the legal framework of society. The development of employability skills should be done within the framework of the emerging occupations. It is particularly important to develop skills which will fit the individual for employment in a cluster of occupations, rather than preparing him or her for a specific job which may or may not be there upon release.

In the delivery system model, the function STATE EMPLOYABILITY-SKILLS GOAL (4.2.2.1) is accomplished by stating the definition of employability-skills. The next step is to define the management subgoals and performance objectives related to the employability-skills goal. This will be done in (4.2.2.2).

DEFINE MANAGEMENT SUBGOALS/PERFORMANCE OBJECTIVES (4.2.2.2). *In this subsystem, for any assessed needs related to the employability skills goal, define management subgoal(s) and implementing objectives. The same format should be used as was followed in defining management subgoals and performance objectives for decision-making subgoals and objectives. The next step is to develop the civic and social responsibility goal, subgoals, and objectives. This will be done in (4.2.3).*

DEVELOP CIVIC-SOCIAL-RESPONSIBILITY GOAL/SUBGOALS/OBJECTIVES (4.2.3)

In this step it is necessary to state the goal of civic and social responsibility (4.2.3.1), as defined by the Conference on Career Education in Corrections. This is followed by defining management subgoals and performance objectives to implement the goal (4.2.3.2).

STATE CIVIC-SOCIAL-RESPONSIBILITY GOAL (4.2.3.1). The goal of civic and social responsibility means having the capabilities for interacting in successful and responsible ways with others in home, work, and community settings. This means showing responsibility to family and society.

Keve (1975) stressed the importance of civic and social responsibility on the job, pointing out that the employee must be able to get along with fellow employees and the boss, as well as being able to accept supervision on the job without taking criticism as a personal affront. The social skill that is so essential to pursuit of a work career is the capacity to trust other people and to believe that even one's own boss means well. Developing civic responsibility means being aware of relationships and participating in neighborhood and local community issues, being aware of political issues at local, county, state, and national levels, and respecting the rights and property of others. To implement civic responsibilities it is important to be aware of rules and regulations which govern employment under different conditions and in a variety of situations. It is important to know the expectations of labor, industry, and business.

Lothridge (1975) points out: "Having the ability to deal with personal and social problems is necessary if a person is to live a productive life" (p. 168). Hayball (1975a) has placed the development of understanding and the ability to cope with situations and relate to other human beings in terms of the realities and expectations and standards of society as a vitally important outcome for adult career education, and essential to career development.

In the delivery system model, the function STATE CIVIC-SOCIAL RESPONSIBILITY GOAL (4.2.3.1) is accomplished by stating the definition of the civic-social responsibility goal. The next step is to define the management subgoals and performance objectives related to this goal. This will be done in (4.2.3.2).

DEFINE MANAGEMENT SUBGOALS/PERFORMANCE OBJECTIVES (4.2.3.2). *In this subsystem, for any assessed needs related to the goal of civic-social responsibility, define management subgoal(s) and implementing objectives. Use the same format as was followed in defining management subgoals and performance objectives for decision-making subgoals and objectives. The next step is to develop the work-attitudes/values goal, subgoals and objectives. This will be done in (4.2.4).*

DEVELOP WORK-ATTITUDES GOAL/SUBGOALS/OBJECTIVES (4.2.4)

In this step it is necessary to state the goal of work attitudes and values (4.2.4.1), as defined by the Conference on Career Education in Corrections. This is followed by defining management subgoals and performance objectives to implement the goal (4.2.4.2).

STATE WORK-ATTITUDES/VALUES GOAL (4.2.4.1). The goal of work-attitudes/values refers to becoming familiar with the values of a work-oriented society, integrating these values into one's life in such a way that work becomes possible, meaningful, and satisfying to each individual (Hoyt, Evans, Mackin, & Mangum, 1974).

It is not possible to interest an individual in occupational exploring, training, seeking, and keeping a job if the individual's attitudes and values reflect the feeling that work is of little worth and of little or no importance to the individual's success or self-identity. The actual task of work may not be reinforcing in itself, but a task well done can be, and can contribute to self-worth. It is important for individuals to learn there is a wide range in the degree and kinds of satisfaction that can come from work, as well as understanding that a career with social sanctions can lead to personal fulfillment. In this connection, the admonition of Sessions (1975) is timely: "If there is dignity in labor, it usually is not a natural state of affairs but rather the result of union effort through which workers have brought a measure of dignity to their jobs" (p. 297).

In the delivery system model, this function, STATE WORK-ATTITUDES/VALUES GOAL (4.2.4.1) is accomplished by stating the definition of the work attitudes/values goal. The next step is to define the management subgoals and performance objectives related to this goal. This will be done in (4.2.4.2).

DEFINE MANAGEMENT SUBGOALS/PERFORMANCE OBJECTIVES (4.2.4.2). *In this subsystem in the delivery system model, for any assessed needs related to the goal of work attitudes and values of clients in the correctional setting, define management subgoal(s) and implementing objectives. Use the same format as was followed in defining management subgoals and performance objectives for the decision-making goal. The next step is to develop the self-fulfillment goal, subgoals, and objectives. This will be done in (4.2.5)*

DEVELOP SELF-FULFILLMENT GOAL/SUBGOALS/OBJECTIVES (4.2.5)

The last step in developing the system goals, subgoals, and objectives for the delivery system is to state the goal of self-fulfillment as it was defined by the Career Education in Corrections Conference. This is done in (4.2.5.1), and the goal definition is followed by defining management subgoals and performance objectives related to self-fulfillment in (4.2.5.2).

STATE SELF-FULFILLMENT GOAL (4.2.5.1). The goal of self-fulfillment refers to the development of feelings and overt behaviors which reflect a positive self-image, and the acquisition of knowledge, skills, and attitudes which make it possible for the individual to realize his or her full potential.

Grenier (1975) points out that offenders "need to have a positive self-concept and a sense of personal worth in order to function as a social human being" (p. 42). The development of a total person, one capable of being fully functioning, is the essence of self-fulfillment. Sessions (1975) points out that it is seeing jobs not as an end in themselves, but as a means to a self-fulfilling life that is important.

Every individual has a potential for fulfillment. The extent to which the fulfillment of the self is realized depends on the degree to which the individual recognizes his or her potential capabilities, and in turn, the degree to which these capabilities are developed to the fullest. Self-fulfillment can only come when the individual has acquired the basic skills which make it possible for him or her to function in personally satisfying and socially productive ways. Without these kinds of experiences, it is difficult, if not impossible, to develop the kind of positive self-image which is basic to self-fulfillment. The individual must become the person he or she is capable of being before self-fulfillment is possible.

In the delivery system model, this function, STATE SELF-FULFILLMENT GOAL (4.2.5.1), is accomplished by stating the definition of the self-fulfillment goal. The next step is to define the management subgoals and performance objectives related to this goal. This will be done in (4.2.5.2).

DEFINE MANAGEMENT SUBGOALS/PERFORMANCE OBJECTIVES (4.2.5.2). *In this subsystem in the delivery system model, for the assessed needs related to the goal of self-fulfillment for clients in the correctional setting, define management subgoal(s) and implementing performance objectives. Use the same format as was followed in defining management subgoals and performance objectives for the decision-making goal.*

Conclusion

The development of goals, management subgoals, and performance objectives, as described in Figure 2, is likened to the branching of a tree. All of the branches or subgoals start out originally from the same trunk of the tree--the goal. All of the leaves (performance objectives) are fastened to branches (subgoals) which lead back to a single tree trunk (goal). Using this analogy, it can be assumed that there are five trees, one for each major goal of adult career education in corrections. Each tree has a trunk; that is, the goal as defined by the Career Education in Corrections Conference. However, the branches and leaves on the tree will depend on the situation in the particular setting in which the delivery system will operate.

In the narrative for the delivery system model, as well as in the flowchart, the function of developing goals, subgoals, and objectives (4.2) is accomplished by stating each of the five major goals, and then for each goal either indicating that the goal is currently being met at the desired level, or, if not, defining management subgoals and implementing performance objectives reflecting assessed needs. For each objective, the mental SPAMO test should be applied.

The management subgoals and objectives will give direction to the next step in the delivery system model, the formulation of a plan, since the plan will be devised with the idea in mind of realizing the subgoals and accomplishing the performance objectives. The management subgoals and the performance objectives are also fed forward to be used in defining behavioral objectives at instructor and client levels (6.2.2.1.2). The performance objectives are fed forward to (7.1) to be used as the criteria against which performance will be measured in determining system effectiveness.

In this chapter the relationships between goals, subgoals, and objectives were described, and the difference between management, instructor, and client subgoals and objectives was pointed out. The five broad goals of adult career education in corrections were stated, as defined by consensus at the National Conference of Career Education in Corrections in 1972. The way in which the goals are converted into management subgoals and objectives was described, and the relationships of this important function to the other functions in the delivery system were pointed out. The next step will be to formulate a plan for accomplishing the management subgoals and performance objectives which were defined in (4.2).

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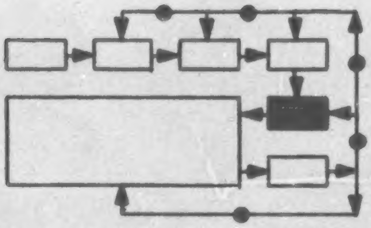
CHAPTER V



FORMULATE ADULT CAREER EDUCATION PLAN (5.0)

Introduction

> The identification of alternative solutions to solve a problem or reach an objective is often given too little consideration. Obviously, the more carefully the alternatives or options are chosen, the greater the likelihood for the achievement of desired results. The results can never be better than the best options.
>
> Ward Sybouts

The adult career education plan is a management plan. The management subgoals and performance objectives which were defined in (4.2) must be achieved, and there needs to be some systematic way to achieve these desired outcomes. The description of what will be done and where the activity will take place to accomplish the expected results constitutes the management plan for adult career education in a correctional setting. A plan consists of an operational description of goals to be accomplished, specifications within which operations will be carried out to accomplish the predetermined goals, and the description of operations to be implemented to achieve the goals.

The management plan for adult career education in corrections must be developed within the conceptual framework established in (1.0), and take into account the real-life specifications within which operations will be carried out according to the data analysis reported in (2.2). The management plan must be constituted in such a way that it can reasonably be expected that the primary needs identified in (3.1) will be met, and management subgoals and performance objectives defined in (4.2) will be achieved. The secondary needs which were identified in (3.2) should be used to give an idea of areas in which changes might be made in order to provide a delivery system most likely to produce optimum results.

The importance of the management plan is widely recognized. Sybouts (1973) observed that in planning and decision-making the cultural setting must be considered so that this important activity does not take place in a vacuum. Further, Ryan (1973a) believes the crux of systems technology lies in the design of plans.

In the function, FORMULATE ADULT CAREER EDUCATION PLAN (5.0), management decisions are made and at the same time a foundation is established for subsequent decision-making. Management decisions must be made constantly. Sybouts (1973) observes that administrators, regardless of their career in either the private or public sector of our economy, face the often awesome responsibility of making decisions. Keve (1973) pointed out that the management decisions made in a correctional setting determine the direction for priorities given to the different elements in the system. Decision-making which optimizes results for the delivery system of adult career education in a particular correctional setting is of paramount importance, not only to the managers of the systems, but also to society--the ultimate beneficiary of effectively operating corrections systems.

In order to insure that the plan, in fact, is a plan for delivering adult career education, there are a number of basic elements which should be incorporated. In the broadest sense, the plan formulated to deliver adult career education in a corrections setting should provide for:

> an integration of learning and doing which merges the learning environments of the school, community, and work place into a challenging and productive whole. These learning environments refer to the correctional school, correctional community and correctional work place as well as to the schools, community and work place outside the correctional setting. . . . Career education should be a comprehensive educational program that not only provides job information and occupational skills development, but also aids the learner in developing attitudes about the personal, philosophical, social, and economic significance of work. (Nielsen, 1975, p. 346)

In formulating a plan for the delivery of adult career education in any correctional setting, the first step is to consider what will be delivered, where the delivery will take place, how it will be done, and who will be involved. There are certain minimum requirements relating to the what, where, how, and who of adult career education regardless of what kind of correctional institution, agency, or setting for which the system design is being formulated. These are the requirements which must be met to insure that the plan, in fact, is an adult career education plan--not just any old correctional program or educational system.

The first consideration is what must be incorporated into the plan. The ultimate purpose, of course, is to turn out clients who are capable of making decisions effectively, have employability skills, have positive work attitudes and values, can implement civic and social responsibilities, and have realized self-fulfillment. For these goals to be realized, certain basic elements must be included in adult career education which is delivered to the clients.

Nielsen (1975) describes adult career education in correctional settings as a comprehensive educational program focused on career development which begins at the time of incarceration and continues throughout an inmate's stay in an institution or until parole termination. Career education should allow adults to learn about the world of work, explore occupations, find their place in the world of work, prepare for and find employment, and acquire skills for upgrading.

Career development involves five stages: career awareness, career exploration, career preparation, placement, and followup. Each of these phases is repeated several times during a person's lifetime. Evans (1975) points out that most clients of corrections have had limited if any experience with career awareness or career exploration, and very little opportunity for participating in programs designed to provide skill training or preparation. However, despite this situation the pervasive tendency in corrections has been to "throw them as soon as possible into a form of vocational training which is limited to career preparation" (Evans, 1975, p. 303). The tendency has been to neglect career awareness and career exploration.

> For adults, the best way of approaching this problem is quick cycling back and forth through all three phases. This uses the short time available for career education of most offenders to the best advantage. (Evans, 1975, p. 303)

Nielsen (1975) points out that in a correctional setting there will be individuals who have a very limited awareness of careers, and there will be those who have tremendous breadth and depth in career development. This means the career education curriculum must be multi-faceted and include career awareness experiences, continued exploration or new exploration of career options, preparation for enrollment in continuing education, and preparation for immediate entrance into employment upon release from the institution or corrections agency.

The adult career education component which is concerned with awareness must be such that the clients have an opportunity to develop self-awareness and self-understanding, as well as appreciating individual differences. Awareness of the range of careers should be developed with an emphasis on non-traditional careers and future careers.

In addition, there must be provision for hands-on experiences, either directly or vicariously, so the clients have a chance to explore a variety of career options. The idea of simply assigning a client to work in the broom or twine factory because workers are needed to keep these industries going does little as far as offering a chance to explore or try out different career options is concerned.

The adult career education system must also include preparation of the clients for self-satisfying and productive roles in the free society. This means that consideration must be given to the job opportunities and demands in the free world. Kapelus (1975), speaking from the point of view of an ex-offender, cautions:

> It does little or no good to train an offender in a trade which will be of no use in achieving a standard of living which is at least equal to that which was maintained by illicit means. It is not enough to say that "crime does not pay." It must be

> shown that honesty does pay better. What greater disillusionment could be created than to train an inmate to use an obsolete machine or in a trade which cannot be used? What is the use of training draftsmen when ex-aerospace engineers and draftsmen are walking the streets? Or to train inmates as typesetters or printers when the union halls are filled with printers "on the bench?" (p. 118)

The need for providing training which is oriented to the economy in the free world is vitally important in implementing an adult career education program for clients of corrections. Workable skill development programs "must be keyed to available positions and skills which are in high demand, otherwise the ex-offender will be competing with a highly competitive labor pool which does not have the stigma of a 'record' " (Kapelus, 1975, p. 118). The need for a viable skill development program as a prerequisite to job placement or placement in training programs in the free world has also been pointed up in the remarks of an ex-offender:

> I found that one of the biggest problems at the institution was obsolete training equipment. The ladies were trained on machinery that is no longer being used in the free world. Consequently, the training really isn't doing them any good in terms of getting and holding a job when they get out. One good example is found in the garment factory, where clothing is made for different institutions. Prisoners make uniforms for hospitals, such as those used by the Veterans Administration, for example. The ladies are being trained on machinery, sewing machines, very different from those used by private manufacturers. What good is the training going to do them? They need updated machinery. (Drye, 1975, p. 133)

The vocational training program and the related academic and social adjustment programs are important in efforts to redirect or rehabilitate clients of corrections. Evans (1975) emphasizes the importance of providing programs which are built around preparation for real jobs outside the institution. Ryan (1973b) states, "Forcing a client to enroll in a training program which is completely unrelated to his career plans does not qualify as career education" (p. 3). It is important that career education not be confused with "production for the short term benefit of the institution or state, with no benefit for the inmate" (Evans, 1975, p. 303).

One way to protect against training for obsolete jobs is to use the cluster approach. This refers to the grouping of occupations requiring similar knowledges and skills. There are 15 clusters or families which have been identified by the U.S. Office of Education. The clusters are based on an analysis of all occupations listed in the Dictionary of Occupational Titles and are as follows:

Agri-business and natural resources
Business and office

Communications and media
Consumer and homemaking education
Construction
Environmental control
Fine arts and humanities
Health
Hospitality and recreation
Manufacturing
Marine science
Marketing and distribution
Personal services
Public services
Transportation

Nielsen (1975) recommends this approach to career preparation of individuals to insure that the individual has developed the skills, knowledge, and attitudes required for job entry into a broad spectrum of occupations. The basic premise is that the individual will develop job entry capabilities for a number of related occupations rather than indepth preparation for a single occupation.

The cluster/family approach to organizing content and instruction differs from conventional approaches in terms of scope and depth. The typical vocational education program is designed to prepare an individual extensively for specific occupations such as carpentry, masonry, or plumbing. The cluster concept as it has emerged in career education will provide for awareness, exploration, and specialization learning opportunities that culminate in the development of job entry competencies for more than one occupation found within an occupational cluster or family. A cluster approach will not produce highly skilled craftsmen, but will develop job entry competencies for a number of related occupations.

Placement, the fourth stage of career development, must be an integral component of adult career education in corrections. It is, perhaps, the single most important element in adult career education in corrections. It must be systematically planned and staffed with competent personnel in order for the program to be effective. Kapelus (1975) points out:

> A placement officer must be a salesman, and a good salesman must believe in the product which he is selling. A placement officer who would not hire an ex-offender cannot do an effective job in convincing an employer to do so. . . . It is a job for a professional; trained in personnel problems, screening, and aptitudes, and able to speak to the professional hiring officer on the same level. Placement is a full time job. . . . (p. 121)

Job placement should be provided by career specialists, working in cooperation with industry, labor, government, and private job placement agencies.

> Such career specialists would also have the function of attempting to develop "quality jobs" for outgoing offenders and would help to provide continuing occupational counseling during work release and post-release periods. (Kapelus, 1975, p. 127)

Satisfying and productive employment of releasees into the community, thereby precluding the need for destructive and costly criminal behaviors, is the ultimate mission of the adult career education program. The securing of jobs for released clients of corrections must involve the community. Sessions (1975) and Hinders (1975) point out the importance of involving the community before the clients are released. Placement must be planned in such a way that the function is implemented continuously. All clients who are under corrections' jurisdiction, while in an institution or community setting, must be helped to move into training and work situations. The placement function is particularly important for released offenders. This need is pointed out by an ex-offender:

> We all need at least two things when we get ready to leave a prison. We need money to keep going until we get a job, and, of course, we need that job.
>
> Those who have worked in prison industry, who have been there over a period of years, and have some money are among the few "lucky" ones. . . . But, on the other hand, there are others in Grade-4 jobs who are receiving 19¢ to 21¢ an hour. They have to use their pay to help them meet their personal needs while in prison. They can't save anything and they will not have any money to carry them. On release, the institution does not give everyone money. . . .
>
> Most of the women who return to prison say they just couldn't make it. . . . How can we expect them to come out with no money, no job and not get into trouble again? (Drye, 1975, pp. 136-137)

Work-release is a form of placement and an essential part of the adult career education program. Hinders (1975) states:

> The Work Release program of the South Dakota State Penitentiary is geared to finding employment in the community for an inmate during the last few months of his sentence. This assists the breakdown of the re-entry shock, provides the releasee with additional money, and offers a job upon leaving the institution. (p. 387)

Hinders (1975) goes on to describe a program offered at the South Dakota State Penitentiary, patterned after the job therapy program of Washington State, which is an effective placement component of adult career education:

> An outstanding community program . . . is the man-to-man visitation program . . . (which) matches an inmate with a mature male church volunteer. The man from the community promises to

> visit his assigned inmate friend at least once a month, to correspond with him twice a month, and to be with this friend his first full day in the free society. The program started in October 1972, and has been the single biggest job locator since that time for the man being released. (p. 387)

The follow-up function, or fifth stage of career development, must be part of the adult career education in corrections program. This refers to providing continuing support and assistance to help the individual adjust and advance in occupational roles in the free world. Kapelus (1975) suggests that one way to provide follow-up services to clients is to provide post-release counseling by the same agency which provides contract services to incarcerated clients. This has the advantage of providing a continuation of communication and gives a "safety valve" to the client after release. Use of outside contract services would make it possible to separate the psychological and vocational rehabilitation functions from the custodial function. This separation would enable the offender to continue to avail himself or herself of services after release without identifying the agency with the corrections institution.

One way to insure the provision of follow-up is to make post-release counseling a condition of parole, work-release, or other early release. The follow-up function also should insure provision of post-release financial assistance.

> This is one of the most important portions of the overall program. . . .
>
> The most critical period for an ex-offender is the three month period immediately following release. During this period the program should provide aid in securing suitable living quarters, transportation, and clothing. Financial assistance could be provided by means of loans or advances which would be repaid by means of wage deductions. Payment of the loans could be made a condition of parole or early release and this would help to heighten the ex-offender's sense of responsibility. . . . Such loans would enable the ex-offender to maintain his or her self-respect during the initial critical period. (Kapelus, 1975, p. 127)

Every adult career education in corrections plan will include career awareness experiences, exploration of career options, skill development, placement, and follow-up. These elements should be incorporated into the plan in such a way that attainment of the management subgoals and performance objectives will result. Because the subgoals and performance objectives are different for each setting, the kinds of awareness, exploration, skill training, placement, and follow-up activities provided will differ from one setting to another.

In addition to telling what goes into the plan, it is important to describe how the plan will work. To implement a comprehensive adult career education program in a corrections setting, the existing programs, community resources, and institutional services should be utilized and integrated with new programs and services. The adult basic education program, the General Educational Development preparatory program, special group programs, counseling, guidance, and therapy programs must be part of the delivery system. The classification program, food service program, mechanical services, prison industry, and custody must be part of the total system. There must be an organized adult career education program which is supported and operated by the total staff. Rather than an isolated educational program under the auspices of care and treatment or education, the adult career education program must be a consortium between care and treatment staffs and the custodial staff.

It is extremely important for academic education, vocational training, social education, and counseling to be integrated into a unified whole. Counseling must be an integral part of any adult career education program. This is particularly important in a corrections setting. There is a need for psychological and vocational testing, individual analysis, and individual and group counseling. Both crisis-oriented and developmental counseling must be provided as part of the adult career education program. Through the combined testing and counseling functions, it will be possible to make the classification procedures in a corrections institution meaningful in terms of contributing to career development of the clients. The correction or rehabilitation potential must be determined for each client on a continuing basis, not just at the time of intake. Suitability of the offender for different occupational programs must be determined. Kapelus (1975) suggests the use of contract services to implement the counseling function. It also is possible to provide the counseling services through agency or institutional staff. In either case, "Fitting the offender to a training and placement program for which he or she is psychologically and vocationally suited would help to provide . . . goal motivation" (Kapelus, 1975, p. 126).

The adult career education plan must develop decision-making capabilities, employability skills, social and civic skills, work attitudes and values, and self-fulfillment. Moore (1975) describes a program which incorporates vocational and academic training and follow-up counseling in a single system:

> PACE (Programmed Activities for Correctional Education) Institute, the Cook County Department of Corrections basic education/vocational training program, embodies all the ingredients . . . and has proved to be very successful . . . in preparing offenders for employable, responsible citizenship. . . . For a period of not less than three months, no longer than nine months and eight days . . . PACE Institute students go to class from 8:30 a.m. to 4:30 p.m. daily, and return during the evening hours for homework study and individual tutoring by community volunteers. Students are given basic education instruction from 8:30 a.m. to 11:00 a.m., and vocational training from 12:00 p.m. to 4:30 p.m. . . .

> For two years after release, each graduate is afforded free job and social counseling and housing if the ex-offender is involved in educational/vocational training or if he is furthering his basic education. To help defray academic and some personal expenses, he is also given a weekly stipend. (pp. 261-262)

Integration and cooperation are not the only important parts of adult career education in corrections, there are other basic criteria which must be satisfied if the plan is to be effective. The plan must provide for clients to take responsibility; there must be reinforcement for the clients; the content must be relevant; and, finally, there should be some measure of innovation.

One way to provide for client responsibility is by using individually prescribed programs with a contract between the client and the management. This is best carried out under conditions of open entry-open exit. An example of this kind of program was described by Tarlaian (1975) in his discussion of training programs offered under the Manpower Development and Training Act (MDTA) in correctional settings. The MDTA program was described as providing a progression of functional, integrated, and controlled learning experiences planned so that specific learning objectives could be achieved and organized into a unified program sensitive and responsible to the individual trainee, while concomitantly fulfilling specific job training criteria. Provision was made for "trainee appraisal at each level of experience in order that open-exit characteristics will be related to (client) capabilities, aptitudes, and circumstances" (p. 355).

An open entry-open exit program provides for: (a) enrollment into the program in accordance with client needs, (b) interaction of learners with an individualized program prescribed for each trainee, (c) built-in assessment in each training program and provision for recycling or reassessing the learner as well as modifying the training package, (d) use of immediate feedback, reinforcement, and rewards and incentives to facilitate progress of learners toward training objectives, and (e) continuous appraisal of trainee progress. The use of incentives as part of the training program can be important in achieving adult career education goals for corrections clients. Kapelus (1975) believes it is important to incorporate incentives into any training program--either academic education, vocational training, or social adjustment:

> Successful completion of the program must offer a reward and a meaningful opportunity to use the learned skills. Further motivation and goal consciousness could be created by making satisfactory completion of the program an automatic qualification for job release programs. (p. 126)

Houchin (1975) notes that it has been well established that positive reinforcement is far more effective in learning situations than is punishment. Yet, in many cases, the only positive reinforcement available to the individual today is that of a hearing before the parole board.

The ultimate reward of release is too remote to sustain an essentially undisciplined individual who is interested in immediate gratification throughout the treatment program. The problem is one of establishing intermediate steps where the inmate can earn intermediate rewards contingent upon and presented immediately after the desired behavior, thus building toward the ultimate reward of release. Passing grades may be suggested as an intermediate reward; however, the grading system per se is not sufficient reward. It is only when good grades become associated with primary rewards that they can function as secondary rewards. Primary or tangible rewards that might be utilized and manipulated include improvement in living conditions, increase in social status, increase in behavioral alternatives, increase in range of leisure time activities, increases in opportunity for socialization, and decrease in custodial restrictions. An ex-offender supports the idea of using incentives:

> More residents would take advantage of the existing educational programs available if it were not for the fact that they need the monetary compensation received from assignment in other areas. If there were compensation for attending classes there would be greater enrollment and a lower rate of dropouts. There should be a means of checking the rate of progress as criteria for payment. It is as necessary to have money in an institution as it is to have money outside of one. (Lothridge, 1975, p. 167)

Regardless of the schedule, it is essential to provide incentives. If career education is to compete with assignments to industry, maintenance, food service, or other high priority activities where clients can earn money or good time, it is absolutely essential to provide monetary and good time incentives for participation in the educational programs. The planned use of incentives should involve an initial contract with the learner that includes specific rewards for achieving specific objectives. Offenders should be informed of all opportunities available to them in the institution, and should be aware of exactly what each opportunity consists so that the inmate is involved in the planning of his or her own curriculum. This is a big factor in developing decision-making skills.

Another way to make adult career education effective is by using aides. Career awareness can be developed by providing career corners. These can be set up in the living units, visiting areas, or recreation rooms. Aides can establish and maintain such career corners. Peer counseling can be provided, as well as using volunteers for career counseling. Aides can establish and maintain an up-to-date library of career education materials, as well as keeping a current list of available hardware and software.

Another factor in the how of adult career education in corrections is scheduling. Whenever possible, the educational programs in the institution should be offered during prime time. Where this is impossible, programs should be offered during early evening hours. The plan for the institutional adult career education program should provide for flexible scheduling, learning modules, incentives, individualized instruction, and open entry-open exit training.

Deppe (1975) describes a number of trends in the Federal Bureau of Prisons which hold promise for inclusion in a plan for delivering adult career education in corrections:

> Decentralization. Attempts to avoid large, monolithic administrative structures are increasing in number. . . . (The U. S. Bureau of Prisons) is . . . establishing regional offices in five strategically located sites in order to make policy production, implementation, monitoring and communication more manageable and meaningful.
>
> Functional Unit Management. While it is not feasible to raze gargantuan facilities overnight and build smaller institutions, it is possible and productive to establish decentralized styles of administration in existing institutions that place staff and residents in more frequent and meaningful contact.
>
> Use of Community Resources. As an alternative to building large in-house capacity to deliver educational and other services, (the U. S. Bureau of Prisons is) consciously taking steps to capitalize upon local agencies and individuals for providing flexible up-to-date programs of instruction and treatment.
>
> Co-Corrections. As experience and evidence accumulates, we are convinced that institutions organized along single sex lines are outmoded and to some extent counterproductive. The new institutions (in the U. S. Bureau of Prisons) are being designed as co-correctional facilities and one aim is to establish correctional communities that approximate, as nearly as possible in sex, age, life-style and economic background, the community at large.
>
> Differential Treatment. Complementary to functional unit management is the trend to create within institutions groups that are homogeneous in terms of one or more factors including personality traits, types of offense, or learning abilities and interests. Treatment strategies are then developed for each unit in terms of processes and procedures that are most promising of lasting affect.
>
> Staff Matching. On the principle that the differential skills, interests and professional training of staff members make their roles more meaningful with some kinds of offenders than others, the concept of staff matching arises as a way of creating the most productive linkages between staff members and clients. . . .

> Pleasant Facilities. . . . Educational programs flourish most in those correctional institutions where deliberate planning for open space, inviting colors, attractive combinations of textures, well-equipped learning labs, and functional furnishings have created enclaves for learning that are sought out and highly valued by the inmates themselves. Nothing does a greater disservice, on the other hand, than 4th-class quarters, outmoded materials and a dingy environment. . . .
>
> (Alternatives to Incarceration.) . . . The experiments with pre-trial diversion, community-based treatment, furloughs and other alternatives to uninterrupted incarceration must be explored. (pp. 44-46)

The rule is, the plan for adult career education in corrections must tell what will be included, how the experiences will be delivered, and, also, where the programs will be provided and who will be responsible for delivery. The what of adult career education, as discussed above, is determined by two considerations: (a) the management subgoals and performance objectives of a particular setting, and (b) the five stages of career development which should be provided in all delivery systems. How the programs are provided is answered simply by using what is ongoing and combining these activities with innovations, particularly the use of individually prescribed modules, open entry-open exit training, and incentives. Academic education, vocational training, social education, and counseling should be part of the system.

To complete the plan, it is necessary to describe where and who. In order for adult career education to be relevant, it must relate to the environment of the learner. It is essential in designing adult career education systems for corrections clients to remember that the context in which learning takes place conditions the learning process. The context must be analyzed before the methodology is constructed.

Programs for adults usually take place at three levels: the community level, the institutional level, and the individual level. The community level includes all educational opportunities available to adults in a community. The institutional level includes all of the educational pursuits of a single agency or institution. The individual level describes the offering of a single course or series of courses. Career education in corrections must be systematically planned to provide for implementation at all three levels in a single system.

It is important to maximize the use of the community level programs in providing career education for corrections clients. This involvement of the community in the program plan serves two purposes: (a) it affords an opportunity to optimize utilization of resources in the community which in many cases are more appropriate than the resources of an institution, and (b) it provides a link to the real world, which is a crucial factor in helping clients of corrections to prepare for and adjust to the non-institutional environment. The community program for corrections clients involves work-release, study-release, or furloughs for the clients, as well as the provision of learning experiences implementing career education goals provided by the community agencies.

Coordinating program activities in an institution with the activities and agencies in the community is an important part of adult career education. A vocational training program in an institution may turn out to be of little long-term value if the local unions are not aware of what is going on at the institution and/or the shops in the community are reluctant to hire graduates of the institutional training program upon their release. In establishing a rationale for community involvement in corrections, Evans (1975) states:

> The community should be involved in policy formation. Unfortunately, some people urge community involvement in education and in corrections on the assumption that any naive, untrained volunteer from the community can perform more and better on a part-time basis than can experienced, well-educated professionals who are working full time. (p. 300)

A far better assumption about the use of the community in corrections is that both the professionals and the community have essential but different contributions to make to more effective corrections work, and these contributions complement each other. Therefore, means should be provided for securing and coordinating the input from both groups to achieve maximum effectiveness. This input is needed not just in the institutions where offenders are confined, but in all types of corrections agencies.

Community agencies should participate in the planning as well as in the delivery of the plan. The participation of organized labor illustrates the kind of corrections-community coordination which should be part of the plan that is formulated for adult career education in corrections:

> When the Kentucky State Reformatory in LaGrange started a pre-release job counseling program . . . (organized labor through its Human Resources Development Institute) became involved in assisting the inmates to prepare for employment and (in) placing them in well-paid jobs or training. . . .
>
> What HRDI is doing at the LaGrange Reformatory is just one example of the growing concern of HRDI's area representatives for the employment problems of ex-offenders. In correctional institutions across the country, HRDI is actively working with prison officials to see that inmates receive sound preparation for jobs. The assistance provided by HRDI ranges from the development or redesign of training programs for inmates, to the development of jobs for prisoners who are being released. By providing them with skills and jobs, HRDI and organized labor hope to give ex-offenders a productive place in their communities and reduce the rate of repeat arrests. . . .
>
> HRDI has . . . a total of 844 ex-offenders placed (between January and July 31, 1974). HRDI's 51 area offices have placed

> an average of 140 prisoners a month (in 1974). The prisoners HRDI placed in union jobs are earning an average of $3.55 an hour as starting wages. As at the LaGrange Reformatory, HRDI area representatives throughout the country are meeting regularly with prisoners who are about to be released to help them solve pre-employment problems. (Bigger Prisoner Placement, 1974, p. 1)

The programs which constitute career education for corrections clients can be delivered through a correctional institution, by community agencies, or jointly by the correctional institution or agency and the agencies in the community. Evans (1975) points out that ties with public schools and colleges and participation in regularly funded vocational education and vocational rehabilitation programs have worked well on a continuing basis in many states. Keyes (1973) suggests additional ways of building vocational programs with community participation:

1. Use facilities of a local school at night when it normally is unused.

2. Operate community college classes for private citizens inside the prison so they have a reason for seeing what goes on and what is needed.

3. Provide an ambulance service for a rural community and at the same time train clients in salable skills.

4. Establish a client-operated computer service center for the state.

5. Persuade local automobile dealers to sponsor client training at regional centers operated by automobile manufacturers.

6. Employ outside vocational training consultants to set up vocational training under a plan which phases out the consultants gradually over a three-year period.

7. Build ties with large corporations which can offer training support and jobs.

There are four categories of agencies which should be involved in the delivery of adult career education to corrections clients. Evans (1975) cites the list of cooperating agencies described by Keyes (1973):

Schools
- Community colleges and four-year colleges
- County or city public vocational schools
- Public high schools
- Private trade and technical schools

Business and Labor Groups
- Trade unions
- Joint apprenticeship councils

National Alliance of Businessmen
Occupational advisory committees
Professional associations
Local businessmen
National corporations

Government agencies
State Employment Security Agencies
State Education Agencies
State Vocational Education Agencies
U. S. Office of Education
U. S. Department of Labor, Manpower Administration
Law Enforcement Assistance Administration
U. S. Division of Vocational Rehabilitation
U. S. Department of Housing and Urban Development

Non-Profit Agencies
Cons Unlimited
National Center of Afro-American Artists
American Indian Community Center

Hinders (1975) emphasizes the need for active involvement and participation of community agencies, and the benefits to be derived therefrom. The State Employment Office can give the General Aptitude Test Battery and interpret the results for clients. The employment counselors also can assist in job seeking, and the agency can furnish training funds for a client upon release from the institution. The agency is highly involved in job location and placement. The Department of Vocational and Social Rehabilitation has counselors who will come to an institution to assist clients with program planning. It is possible to arrange pre-release interviews to assist in a smooth pattern of training inside and outside the institution. Other agencies that can assist in program planning include the Veterans Administration, the State Department of Social Welfare, and Service to the Visually Impaired.

Formulating the management plan for adult career education should be accomplished through a team effort. The team should keep in mind that the plan will be used to direct operations in delivering adult career education to the clients of a particular corrections setting. Such a plan will need to describe in detail what will be in the program, how the program will be delivered, who will be involved, and where the program will take place.

Methodological planning is needed to produce a plan which can be expected to optimize outcomes and achieve the management subgoals and performance objectives. This calls for a step-by-step process involving specification of parameters (5.1), brainstorming of ideas (5.2), analysis of constraints and resources (5.3), synthesis of possible plans (5.4), evaluation of the alternatives (5.5), and, finally, selection of a best possible plan (5.6). These steps in the process for formulating a plan will be described in the remainder of this chapter. In designing a delivery system model, the design team will carry out each of the above steps. The final result will be the detailed description of the plan for delivering adult career education in the designated setting. This plan, in effect, will be a proposal for a selected plan of action expected to produce desired results.

In the delivery system model, the introduction to the subsystem FORMULATE ADULT CAREER EDUCATION PLAN (5.0) is accomplished by briefly telling what is meant by a management plan of adult career education in corrections, telling why this kind of plan is important or is needed for the setting in which the delivery system will operate, and listing some of the components which are essential ingredients for all situations. In the next subsystem (5.1), the procedure for specifying parameters will be described.

STATE/ANALYZE PARAMETERS (5.1)

After the essential elements in adult career education plans have been considered, the first thing to do in formulating a specific plan is to specify the parameters for the system (5.1). A parameter is a requirement, a given, or limit of a system. Parameters cannot be changed. They take on special significance when quantified, that is, assigned a numerical value or dollar figure. There are parameters to every system. Every adult career education in corrections system has the same parameters--that is, the same requirements for system operation. However, the amounts for these requirements differ from system to system.

The importance of establishing, stating, and analyzing operating parameters is emphasized by Silvern (1972). It is important to state and analyze parameters with care and precision because the parameters represent the characteristics without which the system could not function. The parameters of every adult career education in corrections system are hardware, time, finances, staff, facilities, and clients. An example of a listing of parameters is given in Figure 3.

Parameter	Description	Quantified Parameter
Hardware	Equipment for use in the system	5 television monitors
Finances	Dollar figure for support of the system including amount to pay for salaries, wages, materials, supplies, maintenance, repairs, capital outlay	$75,000
Staff	Personnel to deliver adult career education, including salaried and volunteer, full time and part time	5 vocational counselors (volunteer) 2 FTE academic teachers 1 vocational instructor, FTE
Facilities	Space and buildings available for adult career education purposes	1 five-story frame building
Clients	The number of individuals to be served by the system	25 clients assigned to Howhork Halfway House

Figure 3. Example of reporting parameters.

The parameters which are specified in (5.1) determine just what can and cannot be done in implementing the program. This is shown by the feedforward from (5.1) to (6.1) where the operating guide is developed, and to (6.2) where management responsibilities are described.

In the delivery system model, the function STATE/ANALYZE PARAMETERS (5.1) is accomplished by clearly defining what is meant by parameter, and then by listing the parameters for the particular setting and giving the quantified value for each. The next step is for the design team to brainstorm to get ideas for different ways in which the adult career education system might be delivered. The brainstorming process is described in (5.2).

BRAINSTORM IDEAS (5.2)

After parameters have been analyzed, the next step is to brainstorm. Brainstorming is a group process involving spontaneous and rapid creative thinking and verbalization of ideas about a predetermined topic.

When brainstorming is taking place, obstacles which might be in the way of progress are not considered. Thinking and ideas should be "far-out." Dreams should be encouraged. Ideal situations should be described. When brainstorming is taking place, ideas, solutions, and plans that under ordinary circumstances would not be discussed or even considered are encouraged. Brainstorming should result in thinking beyond what is in existence at the present time. In brainstorming it is important to avoid a conservative position. All ideas should be verbalized and recorded.

Brainstorming is important because the process stimulates innovation and creativity. Brainstorming will result in a series of plans, some of which will go beyond the present system. At this stage in the process, improvement is mandatory, and, therefore, the model designer is at a crucial point. Brainstorming should produce ideas that become the basis for improving the existing system. An example of the kind of far-out thinking which might come from brainstorming is shown in the following illustration:

> If there were a primary need for developing civic and social responsibility among clients, and no program of recreation existed, it is conceivable that management might have as a subgoal the development of a recreation program to develop civic and social responsibility of the clients. A brainstorming session, with this end in mind, might produce ideas such as (a) take the clients to Yankee Stadium for baseball practice, or (b) have weekly trips to Disneyland for the clients.

The question of feasibility is not considered when brainstorming goes on. The idea is that the brainstorming may produce some clues which, even though not directly applicable, will lead to innovations that can be developed. A recorder should be appointed for the purpose of recording all ideas.

In the delivery system model, the function BRAINSTORM IDEAS (5.2) is accomplished by first telling what is meant by brainstorming, and then describing and recording what went on in the session: who participated and what were all the ideas proposed in the session. The next step will be to analyze the constraints and resources which will impact on the system operation. This is accomplished in (5.3).

STATE/ANALYZE CONSTRAINTS AND RESOURCES (5.3)

After brainstorming for ideas, the next step is to look at reality by analyzing constraints and resources in the real world. Constraints are recognized as those known restrictions and obstacles which can hinder progress in the design, development, operation, or maintenance of a system. Stated simply, a constraint is an obstacle standing in the way of realizing the system mission. Ryan (1973a) states that the definition of constraints calls for identification of forces that can act during performance to work against accomplishing the mission. It is important to realize that these forces affect the way the system can or cannot move toward system goals. Resources are those things of value, that is, assets, which contribute to the success of the system mission. The proper blend of resources provides a means for achieving desired ends.

The process of analyzing constraints and resources is important since this brings the results of brainstorming back to reality. Brainstorming is accomplished without regard to limitations or obstacles which may be in the way of planning and implementing adult career education in corrections. In order to transform the product of brainstorming into a workable idea, it is important to look at the real world with its constraints and resources. The process of analyzing constraints and resources involves three steps: analyzing constraints (5.3.1), analyzing resources (5.3.2), and considering tradeoffs (5.3.3).

In the delivery system model, the introduction to STATE/ANALYZE CONSTRAINTS AND RESOURCES (5.3) is accomplished by telling what is meant by constraints and resources and the importance of identifying these factors for the setting where the delivery system will operate. The next step is to analyze the constraints in the particular setting. This is done in (5.3.1).

STATE/ANALYZE CONSTRAINTS (5.3.1)

Analysis is the process of identifying a whole, separating it into its component parts, relating the parts to each other and to the whole, and considering the limits so the parts do not lose identity. Constraints are obstacles which stand in the way of accomplishing the performance objectives of a system.

Stating constraints implies a listing of all factors which might stand in the way of achieving the system mission. The analysis of constraints is accomplished by first determining all major forces which might be obstacles or limitations, such as budget or space, and then identifying specific factors in each category. Specific factors could be such things as lack of funds or inadequate space. This means looking at the system elements which were described in (2.2) when the real-life situation was analyzed. Any one of these elements might be an obstacle. Every system is constrained by many factors, some of which can be negotiated, and some of which are beyond the control of the manager. This function is accomplished by having a group session in which consideration is given to the system elements, and consensus is reached as to which ones really constitute obstacles.

In the delivery system model, the function STATE/ANALYZE CONSTRAINTS (5.3.1) is accomplished by listing all constraints, and then describing how each constraint will affect the system operation. The next step is to analyze the resources. This is done in (5.3.2).

STATE/ANALYZE RESOURCES (5.3.2)

Resources are assets; that is, those factors that contribute to accomplishment of a predetermined mission. Stating resources is accomplished by considering all factors which positively affect the system operation and enhance progress toward the system subgoals. The analysis of resources includes: (a) the identification of the assets related to the system mission, (b) determining the relationships of these assets to the system operation and achievement of the mission, and (c) considering each one individually. Ways to optimize utilization of resources must be identified since this is considered the essence of the systems approach. To be successful any plan must provide for making the best possible use of available resources.

In order to include the essential ingredients of adult career education as defined in the introduction to (5.0) into the system plan, there are certain possible resources which must be analyzed. These include local school districts, colleges and universities, state and national career education resource agencies, the U.S. Department of Labor, vocational rehabilitation agencies, business and industry organizations and establishments, labor unions, and civic organizations. The kind and extent of assistance that each of the above might provide should be described. The information from this analysis will be taken into account together with the analysis of constraints, so that possible tradeoffs might be developed. In carrying out this function of analyzing resources, the design team should collectively consider all factors which might contribute to achieving the system mission.

In the delivery system model, the function STATE/ANALYZE RESOURCES (5.3.2) is accomplished by giving the meaning of resources and following this by listing and describing the resources and telling how each can affect the operation of the system. The next step is to develop tradeoffs between resources and constraints and this will be done in (5.3.3).

CONSIDER TRADEOFFS (5.3.3)

A tradeoff can be defined as that process through which constraints and assets are balanced against each other.

Constraints and resources cannot be inspected, conceptualized, or manipulated in a vacuum. It is extremely important to consider constraints and resources in relation to the immediate situation. The idea is to eliminate the constraint or to provide an adjustment in the system to nullify its position as a bar to the successful accomplishement of the goals. It is possible that factors originally identified as constraints might be converted into resources and send the system off on the road to success. For example, if it took 500 assorted nuts and bolts to build a dump truck, and there were only 300 available, the lack of nuts and bolts would constitute a constraint. Upon examination of resources and constraints, it might be decided that there is a favorable balance of cash on hand and so more nuts and bolts might be purchased directly. On the other hand, if cash were not available, it might be possible to put up part of the existing inventory of nuts and bolts as security to obtain a loan which would purchase enough equipment to complete the truck. Another approach would be to change the plan so the truck would require less in the way of needed equipment.

In the process of considering tradeoffs, the conclusion may be reached that adjustments must be made in the system subgoals or performance objectives. The main thing is that tradeoffs should be made, insofar as possible, in order to make the best use of resources so that results will be optimized. It may be necessary to feedback developing information in considering tradeoffs, and ultimately to make changes in the analysis of constraints and resources. This is shown by the feedback signal path in the flowchart model. In carrying out this function the design team must talk over all possible ways in which tradeoffs might be made.

In the delivery system model, the function CONSIDER TRADEOFFS (5.3.3) is accomplished by defining tradeoff, describing the process, and giving the results of making tradeoffs in the particular delivery system. The next step will be to synthesize possible plans for accomplishing the management subgoals (5.4).

SYNTHESIZE POSSIBLE PLANS (5.4)

Synthesis is a process of identifying parts, relating parts to each other, and combining them to create entirely new wholes which will accomplish a predetermined mission. A management plan is a description of the operation to be carried out to accomplish the subgoals of the system.

During synthesis existing elements are combined with other elements to create plans. In arriving at the best possible plan for accomplishing a stated mission it is important to consider as many alternatives as possible. At least two possible plans must be synthesized and each of these must be different from the existing operation. With two plans developed the design team is given the chance to combine parts from each of the two plans to create a new, or third plan.

In synthesizing the plans for delivering adult career education to a given corrections setting, the design team should look at the ways which basic elements of adult career education, as described in the introduction to (5.0), can be incorporated into a single unified operating plan. This means considering different ways to combine opportunities for providing career awareness, career exploration, skill development, placement, and follow-up.

The identification of alternative solutions to solve a problem or reach an objective is often given too little consideration. Obviously the more carefully the alternatives or options are chosen, the greater the likelihood for the achievement of desired results. The results can never be better than the best options. There are times when alternatives or options which are listed are, in fact, not alternatives at all when considering solutions. For example, if a student is not progressing satisfactorily one might suggest assigning him to a series of learning packages. This would be an option only as long as the needed learning packages were available.

Consultation is sometimes very appropriate when considering options. Quite often another person can think of options which may give an entirely new or better potential result. At other times consultation may identify potential dangers or negative results in options previously suggested. The seeking and bringing together of as much information as possible is important in arriving at the best possible approach on the one hand, and the avoidance of unnecessary repercussions or future problems on the other.

There should be alternate plans for getting corrections and the community working together to deliver adult career education to the clients of the particular setting. This may, for example, involve having a two-track system with part of the clients assigned to ongoing programs in the community, and part of the clients participating in an institutional program. The plans could differ in terms of the structural organization, or perhaps, in the ways by which responsibility, reinforcement, and relevance were provided for the clients.

This function is a critical one in designing the delivery system model. It is in this function that the design for the system actually is conceived. The ultimate design will be only as good as the plans which are drafted in the process of synthesizing possible plans. In carrying out this function, the design team needs to look at the resources and constraints, consider possible tradeoffs which might be made, and finally, to think of the ideas which were generated during brainstorming. Many of these ideas, although not practical for implementation directly, might give clues for new ways to approach the situation. It is extremely important for the design team to incorporate the essential ingredients for adult career education into each possible plan.

In the delivery system model, the function SYNTHESIZE POSSIBLE PLANS (5.4) is accomplished by telling what it means to synthesize plans, and then to describe, in detail, at least two alternative plans--both of which must incorporate essential ingredients of adult career education--for achieving the management subgoals and performance objectives defined in (4.2). The next step is to evaluate the management plans and this will be done in (5.5).

EVALUATE MANAGEMENT PLANS (5.5)

The process of evaluation is one of modeling and simulation. Ryan (1973a) defined a model as a copy of something which differs from the real thing in size or form, but maintains all the elements and relationships between and among the elements. Ryan (1973a) described the modeling process as a process of producing highly simplified, but controllable versions of real-life situations, actions, or objects. Silvern (1965, 1969) refers to the process of simulation as the technique of solving problems by running real-life data through a generalized model.

Evaluating the management plans is accomplished by simulating the alternative plans to see what difference there might be in the consequences. The evaluation is completed by rating the possible plans (5.5.1), and then putting them in rank order (5.5.2). Evaluation of the management plans is important since it is in this important step that one of the main advantages of systems approach is realized; that is, the opportunity to optimize outcomes by making the best possible use of resources. Only by comparing alternatives for accomplishing a stated objective is it possible to determine relative merits and establish a cost-benefit basis for deciding on a particular approach.

In the delivery system model, the evaluation of management plans is described, and the importance of making this evaluation is given. This will be followed by actually rating the plans (5.5.1) and then putting the plans in rank order (5.5.2).

RATE POSSIBLE PLANS (5.5.1)

Rating possible plans is defined as the process of establishing a value for each plan by quantitatively assessing the costs and benefits attached to the plan. Each plan is considered in terms of the cost-benefit ratio, the adequacy of the plan in terms of adult career education elements, and the soundness of the design.

This rating process is important since it is through the ratings that some objective basis is established for the decisions of management to implement a particular plan. The rating subsequently can be helpful in answering such questions as: "Why was this approach taken?" "Was this program actually worth the investment?"

The procedure for making the rating can be a simple checklist on which the plans are identified on one dimension, such as at the top of the chart, and the rating criteria are listed on the side. Ratings can be simply (+) or (-), or can be made on a scale, such as 0 to 5. It is a good idea to either carry out the rating as a team effort, getting a consensus on each of the criteria, or having each team member make a rating and then computing the $\bar{X}$ ratings for the listed criteria. An example of a simple rating form for use in evaluating alternative plans is given in Figure 4.

Rating Criteria 0 = low 5 = high	Plans					
	(5.5.1.1)		(5.5.1.2)		(5.5.1.3)	
	Item Rating	Criterion	Item Rating	Criterion	Item Rating	Criterion
1. Cost-benefit ratio						
a. Extent to which objectives achieved	5		2		4	
b. Cost of operation	1		2		3	
Subtotal		6		4		7
2. Adult career education adequacy[1]						
a. Home, family, community, corrections involved	5		3		4	
b. Career implications incorporated in all parts of correctional system	4		3		5	
c. Education and non-education personnel involved	2		3		4	
d. Vocational skill training for occupations in free world provided	4		3		4	
e. Private and public employers and labor organizations participate	5		1		4	
Subtotal		20		13		21
3. Soundness of design						
a. Objectives can be achieved	5		2		4	
b. Primary needs will be met	5		2		4	
c. There is flexibility	4		3		4	
d. The plan has simplicity	2		3		5	
e. The time involved is within reason	1		2		5	
Subtotal		17		12		22
TOTAL		43		29		50
Average		3.58		2.41		4.16

Figure 4. Example of ratings for alternative plans

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[1] These criteria are based on the essential components of career education stated by the U.S. Department of Health, Education, and Welfare (Career Education: A Handbook for Implementation).

In the example given in Figure 4, it can be seen that when the averages are computed for the three possible plans, the first plan has a rating of 3.58, compared to 2.41 and 4.16 for the second and third plans respectively.

In the delivery system model, the function RATE POSSIBLE PLANS (5.5.1) is accomplished by telling what is meant by rating and giving the scale that will be used. Then, a rating form should be presented similar to the one given in Figure 4. The design team may find it desirable to include additional criteria in terms of the unique situation in the particular setting where the system will operate. The next step is to rank order the plans. This will be done in (5.5.2).

RANK ORDER PLANS (5.5.2)

Rank ordering is the process of listing the plans according to relative ratings, from lowest to highest.

Rank ordering is important as this presents the results of the comparison of the alternative plans in a simple and easily understandable form. It is a good idea to have this rank ordering on file as it may be, at a future time, that questions would be raised as to why a plan was not selected for implementation. The rank ordering is particularly important to decision-makers who are concerned with legislative, funding, or policy-making bodies.

Using the example of ratings for the three alternative plans given in Figure 4, the following listing would be the rank ordering of these plans:

Plan 5.5.1.3

Plan 5.5.1.1

Plan 5.5.1.2

The plan at the top of the list would be the most favored plan. A descriptor for each plan should be given to facilitate identification.

In the delivery system model, the function RANK ORDER PLANS (5.5.2) is accomplished by defining the rank ordering process and then listing in rank order, by point numeric code and descriptor, the alternative plans. The next step is to select and justify the selection of the plan (5.6) which is considered the best possible one for optimizing outcomes by making the best possible use of available resources to accomplish the performance objectives given in (4.2). This is done in (5.6).

SELECT BEST POSSIBLE PLAN (5.6)

After the plans are rank-ordered (5.5.2), the next step is to select the best possible plan (5.6). Usually the best plan is the one that heads up the list of rank-ordered plans. Selecting the best possible plan is the process of deciding on the operations that are to be carried out in a logically organized and systematic way to achieve the performance objectives defined in (4.2). The plan that is selected must be justified.

It is important to select the plan and to justify the selection. This step actually is the final step in constituting the design for the delivery system. The selection of the best possible plan "does not necessarily mean the decision-maker will be happy with the solution. Of the various alternative solutions which are available there may be none which is completely satisfactory" (Sybouts, 1973, p. 246). However, the best possible solution should be one which will equip the clients for personally satisfying, socially productive roles. Hinders (1975) has expressed what is needed in the way of adult career education in his identification of the things the releasee needs "to 'make it' once released: (1) a self-concept strong enough to exist in a square world, (2) an employment skill good enough to keep a job, and (3) a social competence flexible enough to give him the freedom to be a person rather than a human machine" (p. 377).

The selection of the plan is the best possible solution to meet the adult career education needs of the clients in the particular setting, and to make achievement of the five goals of adult career education a reality must be one that incorporates the basic elements of adult career education into a unified whole. Hinders (1975) identifies seven elements which should be included in any plan which is selected:

1. counseling to map out appropriate prescriptions for each individual

2. guidance for each client through his or her prescribed program

3. utilizing hardware, software, and facilities to enchance individual development

4. providing individual and small group instruction

5. training for worthy use of recreation and leisure time

6. developing social skills, citizenship responsibilities, academic, and vocational skills

7. following each one through to employment and adjustment in the community.

An example of a plan which implements these seven requirements is given by Hinders (1975):

> The South Dakota State Penitentiary has initiated a . . . program called VASTRE (Vocational, Academic, Social, Training, Release, and Employment). . . . Initially, the inmate must identify in writing the goals that he has for "self-rehabilitation" during his sentence and the methods he wants to use to reach these goals. He is assisted by a counselor who also

> helps to insure steady movement toward these goals.
>
> The emphasis is on a "team" approach. The inmate and his counselor form a partnership. But the idea of a "team" has a larger scope in that it is mandatory for all staff members to form a cohesive unit to give massive support to all inmates involved in VASTRE. With combined efforts, helping relations should dominate the thinking of all personnel throughout the program.
>
> Each . . . new inmate is given a . . . battery of tests when he enters the institution. Within his first few days at the prison, he is interviewed by a counselor of the VASTRE program. . . . He is (given) a personal goal sheet with the suggestion that it be completed and returned in a few days' time.
>
> Once the goal sheet is completed, the counselor and the offender plan out a tentative program of accomplishments, keeping in mind his first possible parole date. A five-member committee, representing the areas of treatment, security, and parole, reviews the program agreement. Past records, stated goals, and future potential are all considered before a particular program is approved. The offender, his counselor, and a member of the VASTRE committee then officially sign the agreement. The inmate agrees that he will carry through with the program as identified on the contract goal sheet in order to facilitate his release at the earliest time possible. The institution agrees to help him reach his goals and to supply the parole board with monthly, written reports of positive progress. . . .
>
> The total VASTRE process, which begins with personal goals . . . and extends through the cooperative efforts of the State Employment Office (in general aptitude testing and job placement) directs the offender toward a career field that has a future on the "bricks". The staff counselor . . . acts as a catalyst to promote ongoing cooperation towards this end. (pp. 381-382)

In the delivery system model, the function SELECT BEST POSSIBLE PLAN (5.6) is accomplished by presenting the complete proposal for the operating plan to achieve the performance objectives given in (4.2). In considering the alternative plans (5.4) and evaluating these plans (5.5), it is possible to present the plans in brief, outline form. However, in the selection of the plan, a detailed operating plan must be given. This really constitutes the design for the delivery system. When the plan is put into operation, it will be to this subsystem (5.6) that the operators will refer to find out who does what at what time and under what conditions.

Conclusion

In this subsystem, FORMULATE ADULT CAREER EDUCATION PLAN (5.0), the synthesis of a design for a delivery system is accomplished. The activities which the design team carried out in establishing a conceptual framework (1.0), in analyzing the real-life situation (2.0), in assessing needs (3.0), and in setting up management subgoals and performance objectives (4.0) were preliminary and prerequisite to the development of the design for a delivery system to be implemented in a designated corrections setting. This design is described in detail in (5.6). Management should have an input at this point. Here decisions are made which affect both immediate and distant operations.

With the design in hand for the operation of the delivery system, the next step will be implementation. In the delivery system model, guidelines for implementation are given in (6.0), and the procedures to be followed in evaluating the system are described in (7.0). The evaluation subsystem calls for an evaluation report (7.4.2) which will portray whether the plan selected was a viable one; that is, one which was able to accomplish the stated performance objectives.

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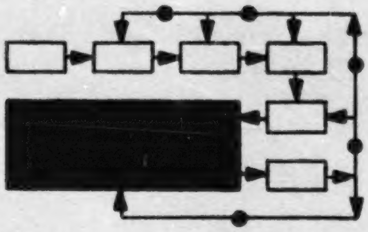
CHAPTER VI



IMPLEMENT ADULT CAREER EDUCATION PLAN (6.0)

Introduction

> No matter how attractive as a concept, career education can emerge only from concrete efforts at implementation which must occur at two levels: (1) policy level at which legislators, perhaps influenced by public opinion, opt for a career education emphasis, and (2) the instructional level at which teachers and counselors must develop or be provided with instructional activities. Maryland State Board of Education

The delivery of adult career education in corrections takes place through three major stages: planning, implementation, and evaluation. Systematic planning is essential if adult career education is going to be effective. The planning function involves five related steps. It is important to start with a conceptual framework in mind. This framework not only establishes a frame of reference, it also serves to establish a working philosophy which will give direction to the kind of plan that is developed and the way the plan is put into action. The conceptual framework which was established in (1.0) in the delivery system model represents the first preliminary step in the planning process.

The second step is a careful consideration of the real-life situation. This analysis of the real-life environment is accomplished in (2.0) of the delivery system model. Once the second step is accomplished, a needs assessment, the third step in the planning process, can be achieved. This is done in (3.0) in the model.

The plan that is developed must serve some purpose. By comparing the ideal, as developed in the conceptual framework (1.0), with the situation as it really is (2.0), primary and secondary needs can be assessed. This needs assessment, accomplished in (3.0), provides the information needed to determine the purpose which will be served by the delivery system. The primary or client needs establish the reason for the system's existence. Secondary needs provide an indication of weaknesses in the existing operation and may suggest changes which could be made to improve the system and more effectively meet client needs.

Once client needs have been assessed, it is possible to specify the management subgoals and performance objectives (4.2), which is the fourth step in the planning function. Then, knowing what is to be accomplished, the fifth and final step in the planning process can be carried out. This is the actual formulation of a plan. This is developed in (5.0) and is the design for the system. The best plan in the world, however, will be of no avail if it is not put into operation. This is the second major stage in delivering adult career education in corrections--implementation of the plan (6.0). The final stage will be the evaluation of the plan and its operation. This is done in (7.0).

In the implementation subsystem (6.0), the guidelines for putting the plan into operation are given. Implementation means to initiate and maintain; that is, to put into action. Implementation is not a point in time, but an ongoing process. In the delivery system model this subsystem presents a description of the operations which must be carried out at management and program levels to put the plan into action, and, thereby, to accomplish the subgoals and performance objectives defined in (4.2). In the final analysis it will be the implementation of the plan that will result in accomplishment of the mission of the system.

The importance of the implementation function cannot be overemphasized. The best plan in the world or the most careful planning will be a wasted effort unless action takes place and the plan gets off the shelf and into operation. This is what happens in (6.0) when management and program resources are brought together and the plan which was formulated in (5.0) is operationalized.

Implementation of the adult career education plan is an exciting step since it is this element in the system that converts ideas into practice. In the review of the social functions of corrections (1.1.1), it was emphasized that there is a critical need for some kind of systematic plan of experiences to help corrections clients achieve self-identity and realize healthy career development. In order for the ultimate mission of corrections to be accomplished--the protection of society from crime--this kind of client rehabilitation is essential. The limiting factors which mitigate against the development of self-fulfillment for individuals who are in a corrections setting have been recognized (1.1.2), and, in fact, have been pointed out as constituting the real basis for justifying the design and implementation of delivery systems of adult career education in corrections settings (1.1.3). It is against this background that an effort has been made to delineate the desired end products which corrections should be turning out--if the protection of society is to be accomplished and at the same time the well-being of clients is to be achieved.

The description of what corrections should be doing to rehabilitate clients is pointed out in (1.2), where a prescription is given for the kind of ideal programs of adult career education which would prepare clients for personally satisfying and socially productive roles, equip them with the capabilities for progressing on career ladders, and implement values of work and leisure in meaningful ways consistent with their life styles. The idealized program described in (1.2) calls for a totally coordinated system that cuts across all institutional departments and divisions as well as involving outside agencies and organizations.

This ideal for a totally integrated and articulated operation which is proposed in (1.2) becomes reality as the implementation guidelines which are given in (6.0) are put into operation and the total resources of the system are directed to meet client needs. In making a systematic approach to deliver adult career education to corrections clients, the ideal of having a totally coordinated operation involving both corrections and community must be taken into account. This is shown in the flowchart model by the feedforward from (1.2) to (6.0). In addition, every delivery system must operate to accomplish performance objectives. This relationship is shown in the flowchart model by the feedforward from (4.2) to (6.0).

Implementation, then, calls for operations to be carried out at both management and program levels. In (6.0) guidelines are given for the way these two functions are to be carried out. The implementation activities which are the responsibility of management are described in (6.1), the implementation activities which are to be carried out by program personnel are described in (6.2), and, finally, the activities required to install and maintain the system are given in (6.3).

In the delivery system model, the introduction to the function IMPLEMENT ADULT CAREER EDUCATION PLAN (6.0) is accomplished by telling what is meant by implementation and establishing the importance of this function for the particular setting where the system is to be installed. The next step is to simultaneously implement the management and program personnel functions, (6.1) and (6.2) respectively. The management function will be described first in (6.1).

IMPLEMENT MANAGEMENT FUNCTION (6.1)

After the adult career education plan has been formulated in (5.0) and the best possible plan has been decided upon in (5.6), the next step is to begin the implementation stage. This is accomplished by simultaneous activities carried out by management (6.1) and program personnel (6.2).

Implementing the management function means carrying out the activities of the system organization and administration. Organization refers to establishing a structure through which adult career education will be delivered. Administration involves coordinating, directing, controlling, budgeting, and supervising activities.

Implementing the management function is a vitally important function in program implementation:

> Without a wise and dedicated administration, the Career Education program will be a ship without a captain . . . smashed up on the crags of budgets and economics, stranded in the shallows of public ignorance or swallowed up into the depths of self interest. (Valler, 1972, p. 43)

The decisions made by administration in regard to community liaison, maintaining a favorable climate for program operation, staffing, and allocation and expenditures of funds are vitally important to the success of the system. There must be continuous involvement and support from management for the adult career education delivery system if it is to realize its potential and if the program is to produce desired client outcomes. There must be constant interaction between management and program personnel. This is shown in the flowchart model by the mutually reciprocal signal paths between (6.1) and (6.2).

In the delivery system model, the introduction to the function IMPLEMENT MANAGEMENT FUNCTION (6.1) is accomplished be defining what is meant by this activity, and then establishing the importance of the management function where the system will be operating. Following this there will be guidelines given for carrying out the management activities: liaison with community (6.1.1), maintaining a climate for growth (6.1.2), staffing (6.1.3), allocating and expending funds (6.1.4), and other management activities deemed essential for the implementation of the plan in the designated setting. The next step, then, will be to describe what management must do to establish liaison with the community (6.1.1).

CONDUCT LIAISON WITH COMMUNITY (6.1.1)

Conducting liaison with the community refers to the activities that are carried out to insure a working relationship between corrections and the community at large. This involves exploring all possible avenues to get support and participation from the community. It includes efforts to obtain legal authority for carrying out the program, efforts to identify various locales where the adult career education experiences might be provided, and public relations activities.

The liaison with the community is a very important function for management. The very nature of adult career education implies active involvement of the community in the delivery of the program. The U.S. Office of Education identified five components of career education, three of which involved community participation: (a) interrelationships among home, family, community, and occupational society, (b) active involvement, cooperation, and participation of school and nonschool personnel, and (c) cooperation and positive involvement of private and public employers and labor organizations (U.S. Department of Health, Education, and Welfare, 1972).

The role of community groups is an important one:

> I am convinced that no worthwhile career education in corrections will work unless it involves the active participation of organized labor. . . .
>
> If career education is to work in correctional programs, then labor must be deeply involved, and it must be involved from the outset. Where this has been done, and it has been

> done in a wide range of communities, some exciting things have resulted. (Sessions, 1972, pp. 29-30)

> A foundation stone on which the (career education) concept is built--is that career education must bring the community and all its resources into the schools, and that the schools must go out into the community. . . . This is no mean task for public school educators. It is even more formidable for correctional educators. (Burt, 1972, p. 46)

The reason that corrections and the community must work together is basic. It goes without saying that no institution can provide sufficient opportunities for clients to become acquainted with the wide variety of job and career possibilities in the community--as well as the community itself. Burt (1972) emphasizes the key role to be played by the community:

> If career education is to achieve its mission, it must utilize the resources of the community--its people, its institutions, its businesses, industries, government, labor and professional employers--as an integral part of its practicum. (p. 46)

Liaison with the community involves the extremely important task of working with and getting the support of the power structure of adult career education. Sybouts (1975) observed that it is important for the manager to understand and to be able to move with the flow of the current created by the power structure. Warren (1975) emphasized this aspect of implementation in observing that it is not enough to deal only with the variables immediately amenable to control by the corrections administrator; it is equally if not more important to work with the multitude of voluntary organizations, educational institutions, and members at various levels of the power structure. Adult career education cannot occur in a vacuum. It must occur in the community, the corrections community. The task of management is to work with the community so that locales can be provided where the program can take place.

One of the first steps in implementing the adult career education plan that is directly related to community relations is setting up an administrative structure. Nielsen (1975b) recommends appointing a director of corrections-community relations and establishing a general advisory committee. Williams (1975) suggests using an implementation team. Whatever form the administrative structure takes, it is advisable to have a director of corrections-community relations. The director should be responsible for planning, developing, and supervising the entire adult career education corrections-community relations program. The director has a big job to do and must be able to administer the program as he plays a key role in making the program a success. Reed (1975) lists nine management strategies which could contribute to the success of the program of which the director should be aware. These strategies, reported originally by Nelson and Lovell (1969) in the Report to the Joint Commission on Correctional Manpower and Training, are:

1. Compromise: Adjustment and concession among the parties involved.

2. Involvement-Commitment: Gaining the participation and cooperation of the parties involved and thus securing their commitment to the solution.

3. Direct authority: Using the rewards and penalties attached to a formal position and rank in the organization.

4. Dilemma Management: Using the increased attention generated by a problem or crisis as a means of bringing about a desirable solution.

5. Expertise: Introducing new information or calling upon persons with specialized knowledge or skills.

6. Integration: Using a new approach which recognizes the competing interests involved and seeks to avoid diminishing any legitimate ones.

7. Manipulation: Not fully revealing all the purposes sought while skillfully influencing others to achieve the desired goal.

8. Invoking Standards and Norms: Calling upon widely accepted standards and beliefs to bring about the desired result.

9. Delay: Delaying action until a more opportune time or until a natural solution emerges.

In turn, the general advisory committee should provide advice and make recommendations affecting the planning of the total adult career education system, including the components that will function within the institution and the parts of the program that will be taking place in the community. The committee should be concerned with a broad arrangement of adult career education needs and opportunities in the community. They should have responsibility for helping the corrections administrators provide corrections-community relationships to coordinate corrections programs with outside education and training programs provided by employers, organized labor, business and industry groups, public agencies, and private and public schools. In generating support, the advisory council will have a selling job--to sell the idea of adult career education for corrections clients to top business, industry, and community leaders.

Therefore, in conducting liaison with the community, management has three major tasks which need to be carried out. Management must conduct public relations (6.1.1.3), while simultaneously investigating various locales (6.1.1.2) and obtaining enabling legislation (6.1.1.1) for the adult career education plan. Each task will be described in more detail in the section indicated in parentheses.

In the delivery system model, the introduction to the function CONDUCT LIAISON WITH COMMUNITY (6.1.1) is accomplished by describing the importance of this function as far as the implementation of the plan for adult career education in the designated setting is concerned. This should *be followed by telling what kind of management structure will be set up. The kinds of positions, committees, teams, or other administrative groups required to maintain liaison with the community should be designated. The next step to be described is setting guidelines for management to use in obtaining enabling legislation (6.1.1.1).*

OBTAIN ENABLING LEGISLATION (6.1.1.1). Enabling legislation is defined as legal authorization for carrying out the activities necessary to implement the adult career education plan in a designated correctional setting.

Enabling legislation is important since without new or already available legal authorization, no plan for adult career education can be followed to its completion in a correctional setting. Without enabling legislation the plans which were formulated in (5.0) are merely academic. Sybouts (1975) points out that public support and acceptance need to be present to secure enabling legislation. It behooves the manager to identify legislative support for adult career education and to lobby in order to create an interest in the program. Within the legislative process, enabling legislation can be achieved at local, state, and federal levels. The strategies for obtaining support for adult career education in corrections involve the same steps at each level (Sybouts, 1975).

Once enabling legislation has been established, the next step is the making of policies.

> Policies should be broad in scope, consistent with the enabling legislation, applicable under as many as possible of the foreseeable conditions, and yet definitive enough to be clearly understood. . . . Policies should not . . . be regulatory in an immediate sense, be made to cover a specific or single situation, deal with specific operational routine. (Sybouts, 1975, pp. 289-290)

This function of obtaining enabling legislation is an ongoing activity. Management must continue to be alert to legislation which has a bearing on the adult career education plan in the designated correctional setting. Management also must actively solicit support and must work for the development of policy which makes implementation possible.

In the delivery system model, the function OBTAIN ENABLING LEGISLATION (6.1.1.1) is accomplished by citing existing legislation and policies which relate to the implementation of the adult career education plan in the designated setting. Guidelines should also be given to direct management efforts in seeking needed legislation or in getting policies established. The next step to be described is the management function which is concerned with arranging for the places where the adult career education experiences will be provided. This is called investigating locales and is described in (6.1.1.2).

INVESTIGATE LOCALES (6.1.1.2). A locale is defined as any physical space in which an adult career educationin corrections plan can be implemented. Investigating locales means deciding what space and which places will be used. This includes looking at existing facilities to see what is available as well as what must be constructed or remodeled. It involves finding out about possibilities of renting or leasing facilities.

In almost all cases there will be two major locales involved in the delivery of adult career education in corrections: the institution where the clients are housed, and the community. The only time when this would not be true would be in the situation where clients were on furlough or released to live in the community, such as clients on parole. In this situation, the community would constitute the sole locale.

Within these two major locales, the manager has the task of investigating available facilities. These include the living units, vocational shops, classrooms, industrial shops, learning centers, halfway houses, portable trailers, counseling areas, community colleges, public schools, adult education facilities, and business and industry locations. Whether the facilities are part of an institution or are located in the community, they play an important part in putting the plan into action. Ryan (1973) stated:

> Facilities can hinder any project in career development. Many educational institutions are housed in facilities geared primarily to a non-individualized education. This works against incorporating innovations such as modular walls, multimedia rooms, learner response systems and learning resource centers. The heating, lighting and sound control must stimulate and create effective environments for career development. It takes a great deal of ingenuity and commitment on the part of the designer to devise a system which will be effective in face of facilities constraints. The tradition of education tends to see facilities only in terms of school buildings. Career development must go beyond the walls of school buildings into the community and into the facilities where work and leisure functions are implemented. This will take a new approach and a new commitment from business, industry, labor and the community. (p. 34)

The institutional facilities to support the adult career education program should be such that they will contribute to development of decision-making skills, employability skills, social and civic skills, work attitudes and values, and self-fulfillment. The facilities also should make it possible to develop career awareness, provide opportunities for career exploration, support skill development, support placement, and contribute to follow-up of the released client. Hinders (1975) discusses different elements that should be included in the facilities in which an adult career education program is offered:

> There needs to be an "academic" area that serves as the learning resource area. This facility may handle a varying

> number of learners for programmed instruction as well as having available . . . space for group discussions. When planning for this area such things as physical climate, lighting, acoustics, color, and storage of materials need to be considered. Counseling rooms should be a part of the . . . complex. . . .
>
> Vocational areas will have room for proper equipment reflecting shop conditions on the outside. The vocational shops gain from being in the same general area as the academic classrooms, the resource center, and the counseling rooms. . . . It is desirable . . . to have space available to the vocational instructors for group activities . . . such as film showing, demonstrations, and textbook work relating to the job training. With the availability of a learning resource center, it is not necessary to handle general upgrading of basic skills in the shop area. . . .
>
> A total career education facility would include a complex of facilities that meet the varied deficiencies of the learners. . . . The complex may be several buildings . . . or it may be a few rooms of one building. It should entail an academic skill area for basic education, a counseling and testing center for planning and guidance, a library, group discussion rooms, and an area for relaxation. The vocational area may be one shop or a group of shops meeting the needs of the local area. The surest way to guarantee this is to involve industry on an advisory committee. (p. 386)

In an institutional setting or in a community-based locale, the facilities to support adult career education for clients of corrections should be such that they support individualized instruction and allow for small group and large group experiences.

> It is rather ambiguous thinking on the part of professional educators to think that inmate adults can be placed in a traditional classroom situation and expect them to be highly motivated to achieve an education. Many of these adults have not achieved an education because they have rebelled against the type and quality of instruction received in their (previous school experiences) and quit. To insist on their return to this situation merely reinforces and strengthens the hostility which has developed. (Huff, 1970, p. 261)

The arrangement of facilities is important. Studying often is difficult for clients. Not only is it difficult in some situations to find time to concentrate on studies, but locations for studying are often not conducive to learning. Elerbe (1975) points out: "How can the inmate concentrate on his studies if he is trying to study in his cell, or in a wing with one hundred other inmates who do not have the same goal? Distractions are unlimited when the inmate is trying to concentrate inside his cell" (p. 161).

The kind of open entry-open exit, individualized, modular program which is considered essential for adult career education in corrections (5.0) will require special facilities, if offered in whole or in part in a correctional institution. A facility is needed which will provide for both individualized learning and small group activities to accommodate a number of clients, each of whom is working on learning contracts to reach learning objectives through individually prescribed learning modules. Gilbert (1970) has presented a number of options for facilities which meet these critera. For example, it may be possible to use the open laboratory-library reference center, a specialty room, or a learning center. A plan for an open laboratory is given in Figure 5. Open laboratories are usually used by clients during unscheduled hours.

A plan for a specialty classroom designed for multi-instructional methods and technique is given in Figure 6. Clients in the specialty room can be arranged in small groups, large groups, or individually.

Figure 7 shows a plan for a learning center. This kind of center can support a variety of individualized career education activities.

Figure 8 illustrates a skill training shop to accommodate individualized skill training. Individualized skill training is an important part of career education. To deliver skill training effectively, an appropriate physical arrangement is needed. In this type of layout, a number of training stations to develop skills related to selected occupational clusters will be provided. The layout should be such that it makes it possible for use in career exploration as well as giving advanced skill development. The layout may be sequenced with levels of difficulty progressing from station to station, or it may be set up so that each station has progressive levels of difficulty leading to development of skills at criterion level.

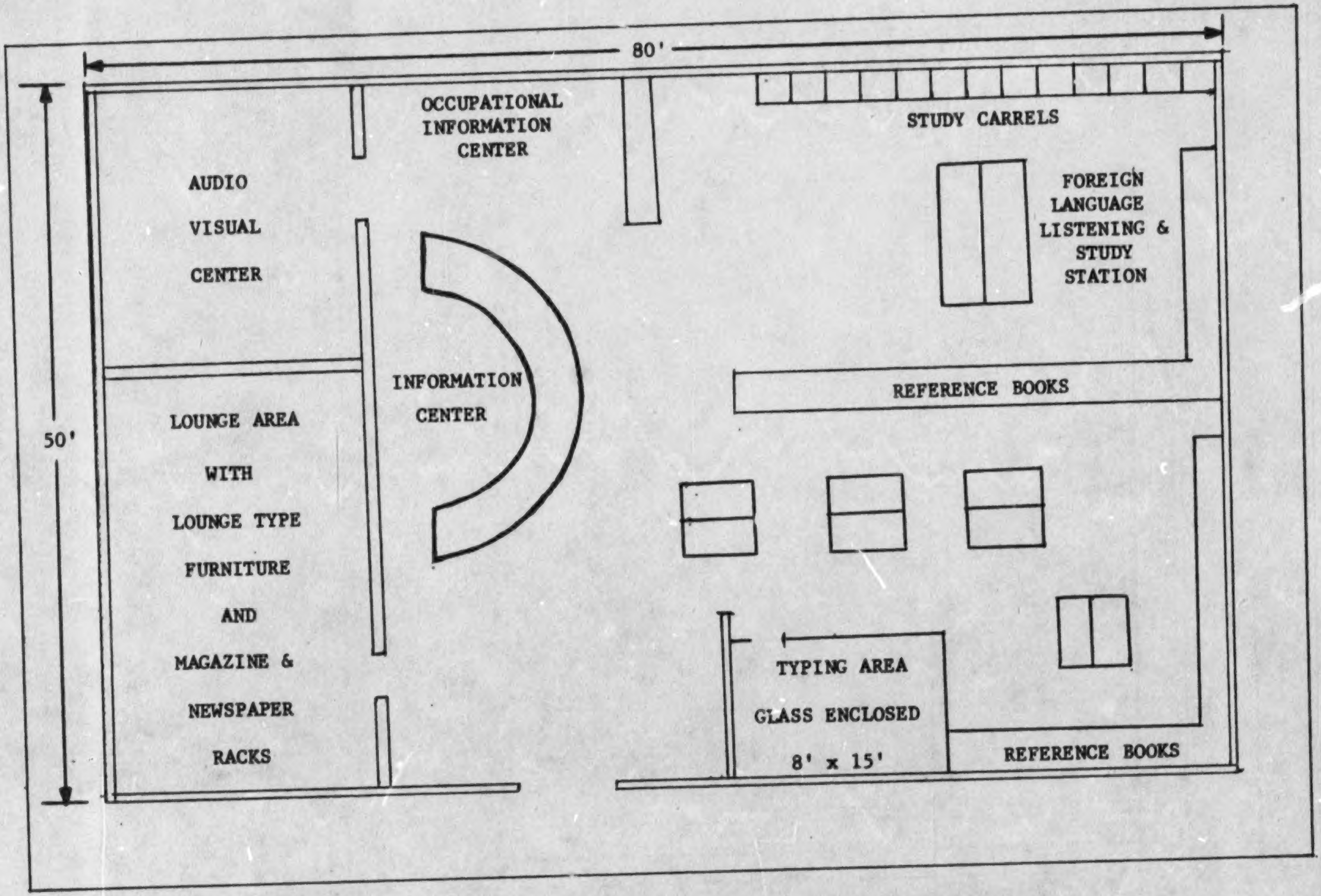

80'
50'
OCCUPATIONAL INFORMATION CENTER
STUDY CARRELS
AUDIO VISUAL CENTER
FOREIGN LANGUAGE LISTENING & STUDY STATION
INFORMATION CENTER
REFERENCE BOOKS
LOUNGE AREA WITH LOUNGE TYPE FURNITURE AND MAGAZINE & NEWSPAPER RACKS
TYPING AREA GLASS ENCLOSED 8' x 15'
REFERENCE BOOKS

Figure 5. Plan for an open laboratory-library reference center

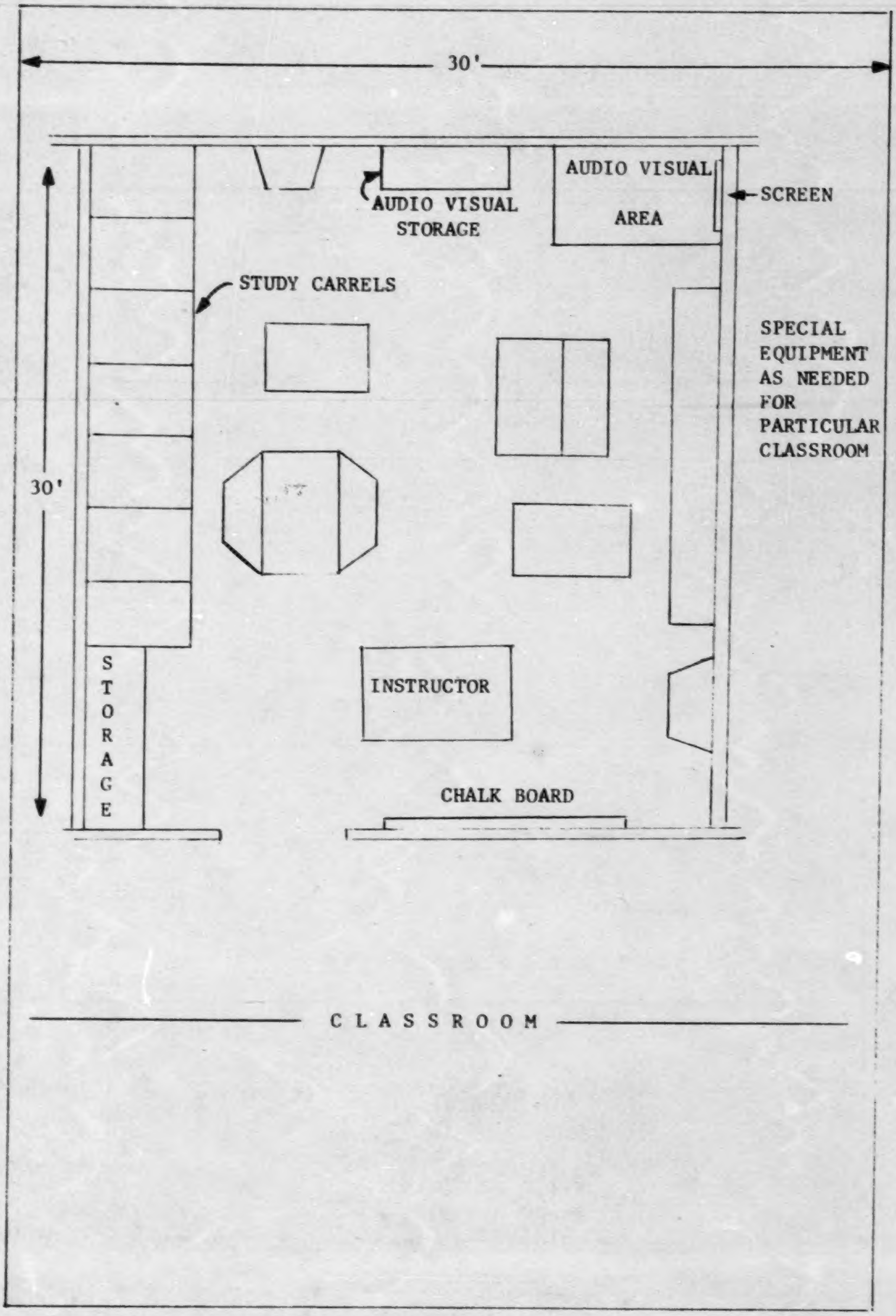

30'
AUDIO VISUAL
AREA
SCREEN
AUDIO VISUAL
STORAGE
STUDY CARRELS
SPECIAL
EQUIPMENT
AS NEEDED
FOR
PARTICULAR
CLASSROOM
30'
STORAGE
INSTRUCTOR
CHALK BOARD
CLASSROOM

Figure 6. Plan for a specialty classroom

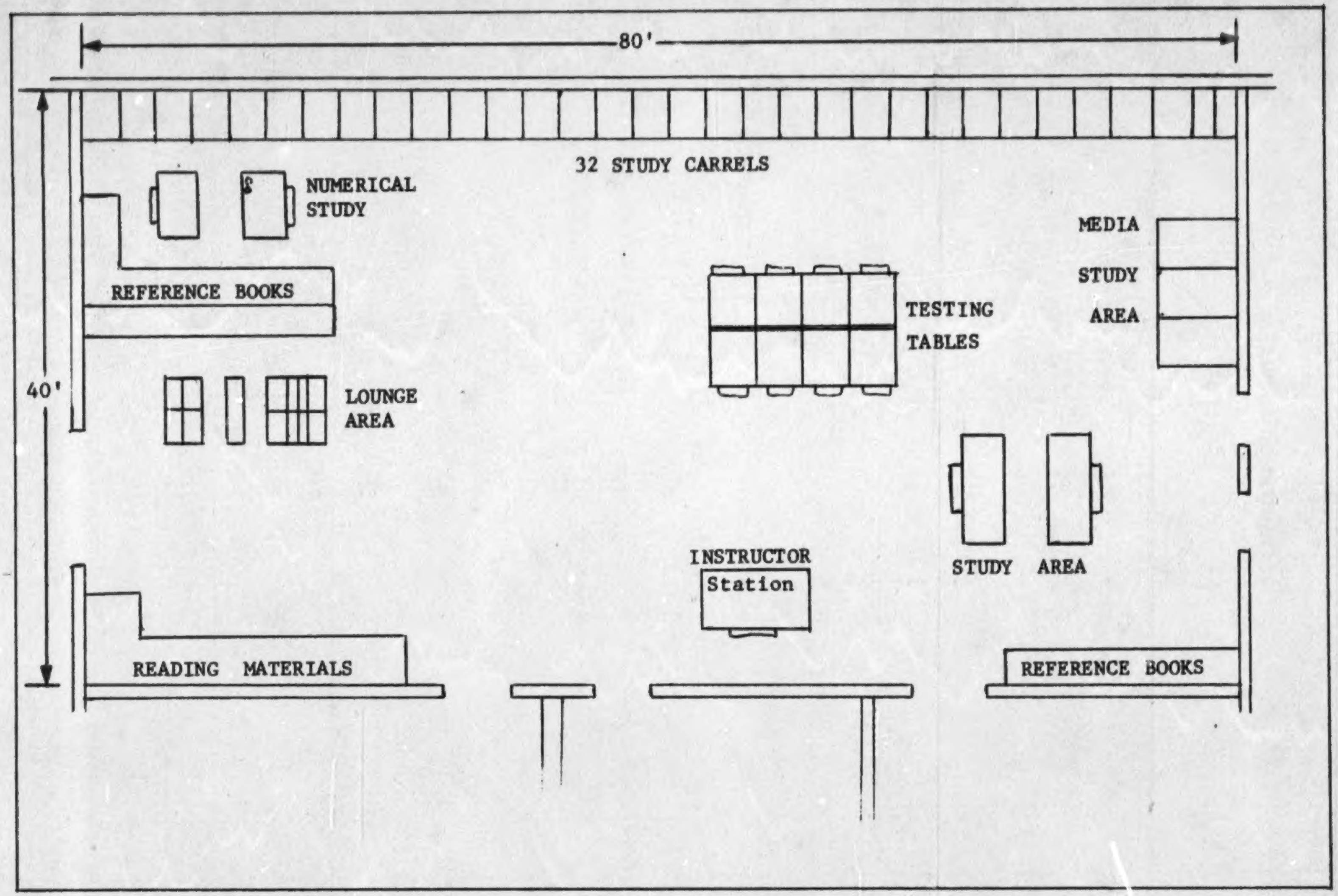

80'
40'
32 STUDY CARRELS
NUMERICAL STUDY
REFERENCE BOOKS
LOUNGE AREA
TESTING TABLES
MEDIA STUDY AREA
STUDY AREA
INSTRUCTOR Station
READING MATERIALS
REFERENCE BOOKS

Figure 7. Plan for a learning center

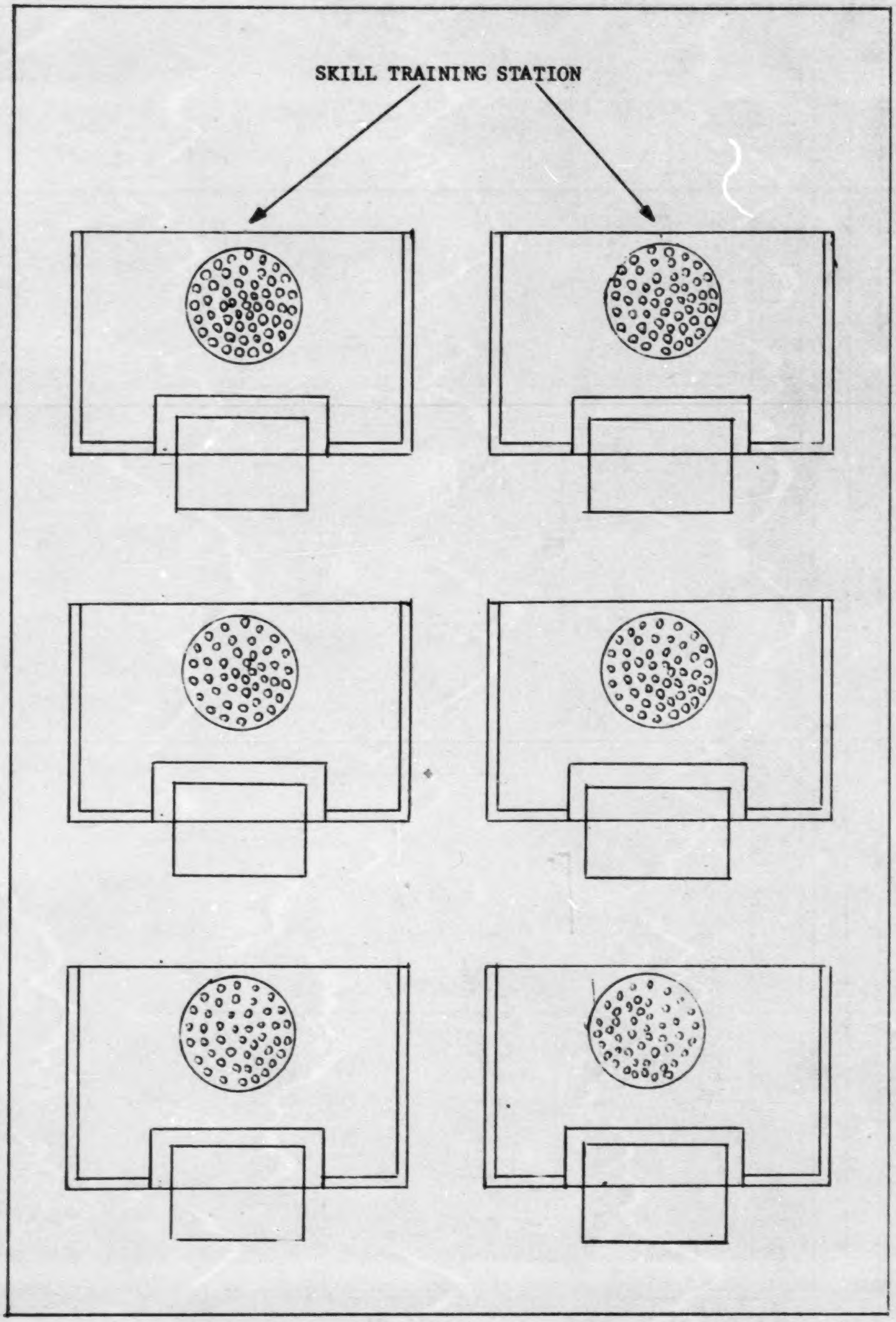

SKILL TRAINING STATION

Figure 8. Plan for a skill training shop

In addition, Weinhold (1972) describes an instructional materials center which can be made to support career education in corrections and also facilitate individualizing instruction. The instructional materials center is an organized area which includes a wide array of teaching devices--books, pamphlets, records, films, filmstrips, magazines, tapes, videotapes--all made available to individual learners by an information storage computer. The learner puts a request into the computer. A typed card drops out listing all the books, pamphlets, tapes, films, records, and filmstrips that the center has on the particular topic. The client then checks the books he or she wants and drops part of the card into a slot. The books come to the client on a conveyer belt; the other items, such as periodicals or tapes, must be obtained from the appropriate section of the center. The client then goes to an individual study carrel which is equipped with a small screen and earphones for viewing films and filmstrips or listening to records and tapes. There is access to a machine which magnifies microfilm and microtapes, a photocopier to reproduce any printed information, and a noiseless typewriter to make notes.

The way the instructional materials center is organized depends on the objectives of the center. It is important to provide for shelving materials in an orderly way, properly indexing them, and maintaing them in good condition. It also is necessary to establish circulation procedures and provide opportunities for study, review, and other activities considered part of the center's responsibilities (Church, 1970).

Materials which should be included in learning centers include the following:

television

radio

tape recordings

disk recordings

motion pictures

slides & filmstrips

objects

pictures

programmed materials

textbooks

periodicals

reference books

In addition to acquiring and circulating commercially prepared materials, "a vital function of the instruction materials center is curriculum construction" (Church, 1970, p. 21). Based on a study in 1957 of curriculum laboratories, Church (1970) identified 12 objectives of instructional materials centers:

1. To give individual guidance to in-service and pre-service teachers in learning about the variety of curriculum materials and practices.

2. To work with pre-service teachers to promote growth in development of teaching skills.

3. To promote growth and development in teaching skills among in-service teachers.

4. To develop skill in locating, appraising and using--for teaching purposes--a variety of audiovisual materials.

5. To develop skill in finding, evaluating, and employing--for teaching purposes--a variety of textbooks, teacher manuals, courses of study, resource units, units of work, and curriculum guides.

6. To assist in acquisition of competence in locating diagnostic and remedial procedures and materials that can be used effectively for learning.

7. To establish the approach of utilizing available community educational resources in classroom procedures.

8. To develop comprehension of curriculum trends and principles.

9. To develop the concept that curriculum includes all pupil activities over which the school exercises a directing influence.

10. To implement the principle that integration of information from different disciplines is basic to curriculum construction.

11. To reflect changes in curricula in materials and services of the teacher education institution.

12. To provide a curriculum laboratory with adequate materials and services to differentiate education according to individual differences among students.

A carefully organized plan of administration is needed to achieve the objectives of an instructional materials center. Before a center is established, every aspect of its operation should be planned carefully. In planning the location for a materials center, it is important to consider who is to be served, the kinds of activities that may be expected to occur, and the intended outcomes.

Church (1970) gives an example of the kinds of areas and space relationships that should be considered in planning a materials center. This is shown in Figure 9.

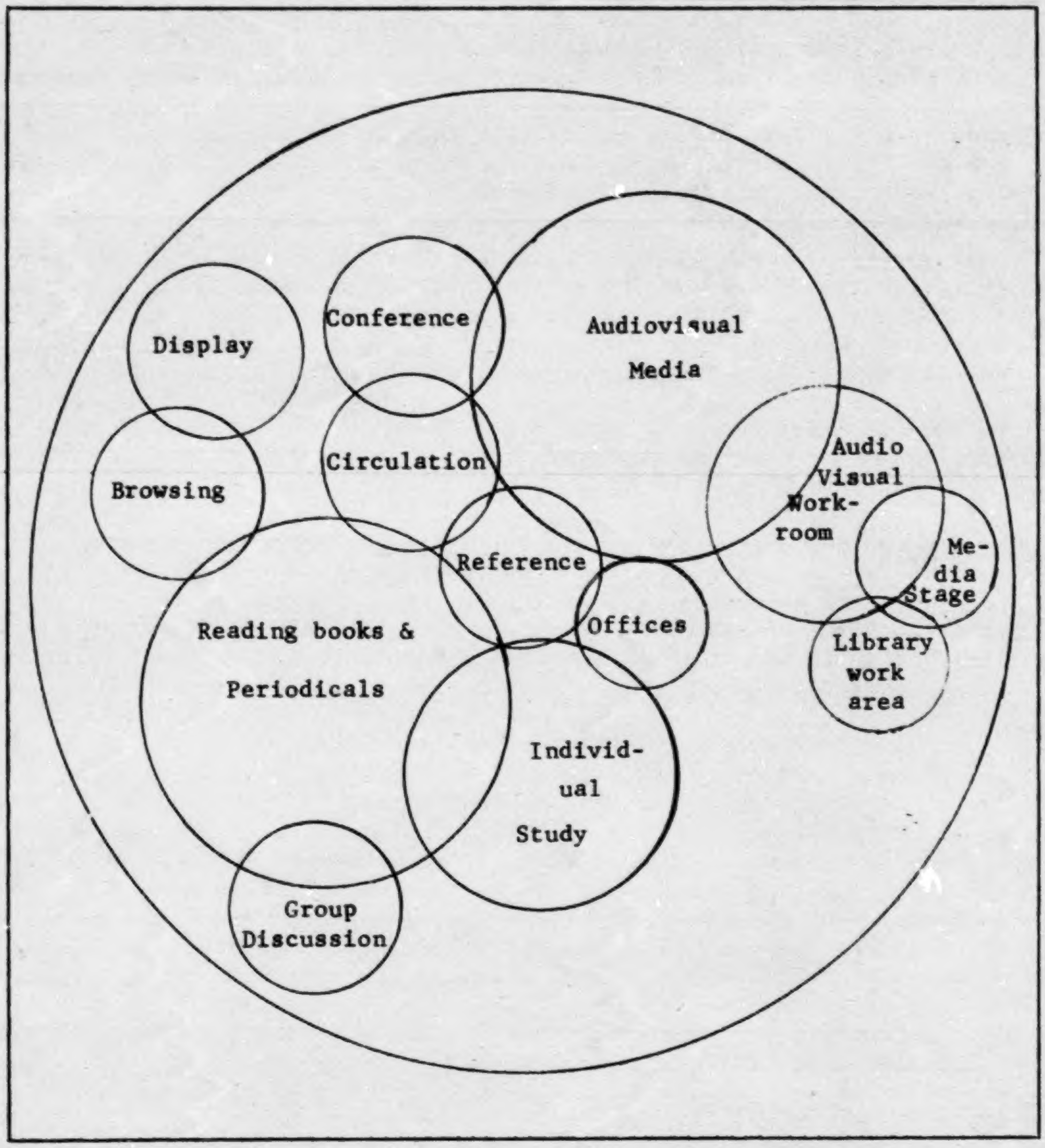

Display
Conference
Audiovisual Media
Browsing
Circulation
Audio Visual Work-room
Reference
Me-dia Stage
Offices
Reading books & Periodicals
Library work area
Individ-ual Study
Group Discussion

Figure 9. Areas of service for an instructional materials center.

This important function concerned with determining where adult career education is going to take place is accomplished when management decides what institutional areas will be used and what places in the community will be involved. Most likely this action will involve input from the advisory committee as well as action on the part of the management team, and, finally, the decision of the director.

In the delivery system model, the function INVESTIGATE LOCALES (6.1.1.2) is accomplished by telling what is meant by locales, and then identifying and describing the locales that will be involved in implementing the plan for adult career education for the designated corrections setting. In implementing any part of the plan in an institutional setting, physical plant plans should be provided. This is particularly important if there is to be any remodeling or new construction. The next step to be described is the public relations function (6.1.1.3).

CONDUCT PUBLIC RELATIONS (6.1.1.3). Conducting public relations is an important function of management and must be done as part of liaison work with the community. Public relations is designed to create an image. Sybouts (1975) points out that public relations can provide an important field of influence on those who effect enabling legislation for corrections and for those who work within corrections.

The actual procedure of conducting public relations involves more than mere dissemination of information, although this is one important aspect of the process. Before information can be disseminated, it must be gathered and analyzed. This critical element is delineated in the delivery system model in the second system, PROCESS INFORMATION (2.0), which provides for continuous processing of information gathering and analysis. The relationship between the information gathering/analysis function and the management support public relations function is shown in the flowchart model by the feedforward from (2.2) to (6.1.1.3).

Sybouts (1975) emphasizes the need for hard data--substantiated and confirmed facts--which have been gathered through sound procedures that are thorough, unbiased, and defensible. Sybouts (1975) makes another important point for implementation of the management function: "The plea for presenting hard data does not mean they must be presented only in a long, dull report. The long, dull report may best be summarized and communicated to the public through modern mediated techniques" (p. 290-291).

The process of public relations must be carried out both inside and outside corrections. Internal and external public relations will yield the best results when wants of people are understood. Sybouts (1975) defines a basic principle of public relations by stating:

> Involvement of significant individuals is a key to good public relations. . . .
>
> Techniques . . . that have been used to build better public relations . . . have different applications for community

groups as contrasted to internal groups. (p. 291)

Sybouts (1975) illustrates this by presenting techniques which can be used internally and externally to accomplish specified objectives. These techniques are presented in Figure 10.

Approach	Objectives	
	Community Group	Corrections Personnel
1. Mass media (TV, radio, newspaper)	Information Attitudes	Pride Attitudes
2. Tours	Information Attitudes Better understanding	Pride Better relationship with public
3. Public Services, i.e., clean-up day, collection of Christmas toys	Information Attitudes	Pride
4. Advertising	Information	Awareness
5. Lobbying	Indirect awareness	Awareness Feeling of involvement
6. Joing Planning	Feeling of ownership Information Attitudes	Feeling of ownership Pride Attitudes
7. Results of well-run program	Indirect Information	Pride Information Feeling of ownership
8. Speaking engagements	Information	Feeling of ownership

Figure 10. Public relations approaches and their objectives. (Reprinted from "Strategies for Obtaining Support for Adult Career Education in Corrections" by Ward Sybouts in T. A. Ryan (Ed.), Perspectives for Career Education in Corrections. Honolulu: University of Hawaii, 1975.)

Salesmanship is important in gaining the support from those in the community as well as staff in the corrections locale. Tennant (1975) suggests that salesmanship consists of three elements: the product, the appeal, and the decision to buy or accept. She states, "If you are convinced . . . that your program is the best in the market, you should be prepared to show wherein it excels other products. This excellence should be carried through your total presentation" (p. 595).

In the delivery system model, the function CONDUCT PUBLIC RELATIONS (6.1.1.3) is accomplished by telling who will be responsible and what will be done to maintain public relations with the community, as well as conducting public relations inside the particular setting. Another management function in the implementation process is seeing that the physical and psychological climate is favorable to adult career education for the clients in the designated setting. This will be described in (6.1.2).

MAINTAIN CLIMATE FOR GROWTH (6.1.2)

Climate for growth refers to the motivational effect of the total environment on the client. This comes from the combined impact of physical and psychological factors.

This is one of the most important functions in the system. All of the support by management for the adult career education in corrections program will be of little avail unless the program implementation takes place in an environment where the climate is conducive to growth. The positive climate that is needed can be developed and maintained. This is primarily the responsibility of the director of the program; that is, development and maintenance of a positive climate supporting adult career education program for clients is a management function.

Climate is dependent upon many factors, and, in turn, influences the system operation. An attractive locale which may be considered most desirable may not provide a positive climate if the attitudes and morale of the staff and clients are not high. However, a positive climate is possible in a less than optimum locale if the attitudes of staff and clients are positive toward the adult career education in corrections program. Gilbert (1970) elaborates on this by discussing psychological climate versus physical plant facility:

> A factor which affects (clients) and staff is the school environment. . . . A person's morale, well being, and manner of working with others is influenced by his surroundings. This means space, facilities and equipment must be adequate if the education program is to function at a high level of efficiency. (p. 203)

In relation to adult career education for clients of corrections, the climate--both in an institutional setting, and in the community--will depend on management. Grenier (1975) points out:

> Corrections authorities have come to recognize the essential need for administrators who have been trained in the social sciences or "people changing processes," in group dynamics, in systems approaches, in the use of computers, in organizational communications, and other related areas of knowledge. (p. 42)

Managers who are accepting, open-minded, and sensitive to others are most apt to inspire support from the staff and community. An effective strategy for management to use in getting support from staff and community is to provide opportunities for both institutional staff and community representatives to be involved in the program implementation. Brinkman (1975) suggests that implementation is going to be most effective when the people involved are really committed to the adult career education concept, and have trust and respect for management. This kind of positive climate comes about when the management is sensitive to and concerned about people, and at the same time is aware of the goals that must be achieved. In implementing the adult career education plan, the manager must see that a positive climate conducive to the adult career education concept is established and maintained.

In the delivery system model, the subsystem MAINTAIN CLIMATE FOR GROWTH (6.1.2) is accomplished by telling who will be responsible and what will have to be done to see that there is an atmosphere in the total environment--both in the institution and the community--which supports the adult career education in corrections program. The next step to be described is that of recruiting, selecting, and training staff (6.1.3).

RECRUIT/SELECT/TRAIN PERSONNEL (6.1.3)

Staff recruitment and selection for the adult career education program involves the recruitment and selection of all institutional staff as well as those community persons required for the program. Training refers to the training needed by staff--institutional and community--to understand the concepts and principles of adult career education and the criminal justice system.

Staffing an adult career education system is an important part of getting the plan implemented. Unless there are designated individuals who have responsibilities for putting the plan into action and keeping the program going, the work that went into formulating the plan in the first place ends up being merely an academic exercise.

Staffing an adult career education system is different from staffing a school or staffing a self-contained correctional institution. Staffing refers to the process of recruiting, selecting, and training individuals who will perform tasks that will make it possible to accomplish the goals of an organization. Since adult career education implies a cooperative endeavor by corrections personnel and community groups, the staffing function is more complicated than is usually the case in staffing an organization.

Staffing is further complicated by the fact that adult career education does not mean one isolated program or department. Rather, it is an integrated program involving the total staff complement in the corrections setting and personnel from a wide variety of groups in the community. In essence, every person employed in the corrections setting has a responsibility for providing adult career education experiences for clients. In addition, individuals outside the institutional setting, such as representatives from labor organizations, businesses, industries, and social and service agencies have participatory roles in implementation of the plan.

Staff recruitment and selection for the adult career education program involves the recruitment and selection of all institutional staff and community persons. Some effort will have to be made to find a qualified director, and it will be important to use care in selecting individuals for advisory committee and management team roles. The most critical part of staffing, as far as implementation of the adult career education plan is concerned, is the training function.

Training must be of two kinds: (a) training in the concepts and principles of adult career education, and (b) training to develop an understanding of criminal justice and the capability for working in corrections. Volunteers can play an important part in implementing the adult career education plan. However, without training to prepare them in terms of working in corrections and understanding adult career education, volunteers can be more of a liability than an asset. Woodward (1975) points out the potential advantage of volunteers in staffing a program.

> They can be of great assistance to institutions in carrying out programs if they are properly introduced into the system. By that I mean, they get proper training in the etiquette of prison life and are given a job to do commensurate with their interests and abilities. Additionally, one thing I always try to do is break in volunteers with a group, rather than on a one-to-one basis. . . . It is easier to relate to several individuals at first, rather than trying to establish emotional rapport on a one-to-one basis. . . .
>
> In law, one of the principles of a contract is that the two parties must be at equity, i.e., they are in a position to benefit equally by the terms of the contract. . . .
>
> This is an important principle, and definitely one that should be observed in dealing with volunteers; they should get as much out of the experience as the inmate. Their efforts should be recognized and their achievements rewarded by the staff of the institution. (pp. 75-76)

In a correctional setting staff usually means authority, and staff must be trained to deal with what authority represents. Frequently, clients are hostile individuals as a result of early experiences and constant reinforcement for hostile behavior. Cooper (1975) points out the importance of training staff to develop an insight into the relationship of authority figures and hostile personalities. One of the primary means by which the self is maintained is acting to elicit confirming behavior from others. In cases where personal identity requires a resistant and distrustful reaction to authority, it often turns out that those in authority have to be provoked so others can resist and be distrustful. It is important in training individuals--both volunteers and regular staff--to understand this relationship and to be able to cope with it.

Everyone who has a role to play in the delivery of adult career education to clients of corrections must develop human relationship skills, and must be trained to function as a member of a team. Pancrazio (1975) points out: "Behavior toward offenders is most likely a more accurate index of humaness than written or stated goals, or verbalizations about rehabilitation" (p. 60). Those working with clients of corrections must realize that "nonverbal behavior which implies that the offender is bad, worthless, or that he is an 'object' can be as detrimental, if not more so, than a verbal message" (Pancrazio, 1975, p. 67).

Those involved in delivering adult career education must develop an understanding of how to establish a facilitative relationship with offenders, since this probably will be the first step in assisting the client regardless of the particular objective to be achieved. Empathic understanding, warmth, and genuineness are basic to effecting facilitative relationships. Deppe (1975) stresses the importance of staff cooperation in adult career education in corrections:

> Progress in corrections will come as we . . . recognize the absolute interdependence of educator, case manager, correctional officer, counselor, business manager, inmate and every other person who has a role to play in the process of socialization. (p. 43)

Seeing that there are qualified individuals available, both inside the correctional institution and in the community, to work together on the common mission of adult career education is vitally important to the success of the program. Ryan (1973) points out:

> Personnel can have a constraining impact on the career development system. Not only must there be a sufficient number of competent, qualified individuals from education, work-leisure and community available for implementing assigned roles in the system operation, but there must also be provision for teams of individuals from different areas working together to implement the system mission. This is not necessarily an easy requirement to satisfy. Limits placed on money and personnel often require tradeoffs and reallocation of existing resources, or design of alternative systems to conserve critical resources. (p. 34)

In carrying out this function, then, the manager must take responsibility for identifying individuals, paid and volunteer, both inside the particular corrections agency or institution and outside in the community, who can play a part in delivering adult career education to the clients of the designated setting. It is important that each person who is involved in implementing the plan have prescribed duties and stated responsibilities.

In the delivery system model, the function RECRUIT/SELECT/TRAIN PERSONNEL (6.1.3) is accomplished through identifying, by job classification, title, position, or affiliation, the individuals who will have responsibilities in implementing the plan. This means listing the job classification for the institution staff and briefly indicating the nature of the career education tasks to be performed by individuals in that job, such as correctional officers or administrators of prison industries. The list should also specify the community representatives, both paid and volunteer, who will be involved. Responsibilities should be described for those inside the institution as well as for those in the community. The next step to be described is that of allocating and expending funds (6.1.4).

ALLOCATE/EXPEND FUNDS (6.1.4)

Allocation of funds is the process of assigning funds for specific purposes to support the adult career education plan. Expending funds means spending the monies which have been allocated in order that the plan can be implemented.

It is important for management to take responsibility for allocation and expenditure of funds. Lack of adequate funding is often considered a constraint. In some instances when tradeoffs cannot be made the plan(s) must be modified. In many respects funding determines the number and quality of staff (6.1.3), the size and quantity of facilities and space (6.1.1.2), and may lead to a drive to get appropriation bills passed by the legislature (6.1.1.1).

In many instances the budget determines the nature and extent of the program. Because adult career education is a concept which calls for a realignment of resources and a new approach to utilizing existing resources, here the task of management is more apt to be one of seeing how available funds can be used to support adult career education than in obtaining new or additional funding. The parameters listed in (5.1) specify the amount of funds available.

It becomes the responsibility of management to allocate available funds to support the various elements of the system plan, and to see that the funds, in fact, are expended according to the planned allocation. Preparation of a justifiable and convincing budget for adult career education is the responsibility of management. It also is a management function to see that after funds have been allocated they are expended properly and in a way to maximize the use of resources.

A sample budget for the fictitious Howhork Halfway House is shown in Figure 11, This abbreviated budget shows a simple format for listing current allocations and showing amounts needed to maintain current operation level as well as amounts required for expansion.

Budget - 1974

Howhork Halfway House

Item	Current Allocation	Request to Maintain Current Level	Expansion
Personnel Salaries & Benefits	$125,000		
8 staff		$137,000	
10 staff			$157,000
Capital Outlay	200,000		
2 room addition			250,000
Services & Supplies	100,000	105,000	
TOTAL	$245,000	$242,000	$407,000

Figure 11. A sample budget for Howhork Halfway House

In implementing the adult career education plan, the function of allocating and expending funds is carried out by management and involves seeing that funds needed to support the plan are available. It also means looking at ways that currently budgeted funds can be used to implement the adult career education plan. It is important that a budget be kept which can be used to show the relation of costs and benefits from the adult career education delivery system.

In the delivery system model, the function ALLOCATE/EXPEND FUNDS (6.1.4) is accomplished by telling who will be responsible for the continuing activities related to getting financial support for the program, and by presenting a budget to support the implementation of the plan which was developed in (5.0).

The four functions which are the major responsibilities of management in seeing that the plan is implemented are: liaison with the community (6.1.1), maintaining a climate favorable to and supporting of the adult career education concept (6.1.2), staffing the implementation plan (6.1.3), and allocating and expending funds (6.1.4). The management responsibilities are on-going, and are carried out in conjunction with the program responsibilities. Together these two major areas of endeavor will put the plan into action. The next section, (6.2), describes the program personnel responsibilities.

IMPLEMENT PROGRAM DEVELOPMENT FUNCTION (6.2)

The adult career education plan which was designed in (5.6) must be implemented. This calls for conducting management functions and program development functions simultaneously. The plan cannot be implemented without having (a) the necessary policies and enabling legislation, (b) qualified staff, (c) locales in which to operate, (d) a favorable climate, (e) community participation, and (f) a supporting budget. These requirements are accomplished as a management function in (6.1). And, while these requirements are being accomplished, the adult career education program must actually be developed.

One of the critical parts of the management function is staff training, and this is closely related to program development (6.2). Actually, it is the staff who will be involved in the day-to-day activities of creating and providing career awareness experiences, career exploration, skill development, placement, and follow-up, and who will be most directly responsible for delivering adult career education to the clients of the corrections setting. If the program is to be at all effective, it must be systematically developed and delivered, rather than being a haphazard, trial-and-error operation. This function, IMPLEMENT PROGRAM DEVELOPMENT FUNCTION (6.2), then, is concerned with the program development which is carried out by staff who will be involved, and who already have had the necessary training in adult career education and preparation for working in corrections.

The program which is developed by the staff must be one which will contribute to the development of clients' decision-making capabilities, employability skills, positive work attitudes and values, civic and social responsibilities, and self-fulfillment. The program must provide career awareness experiences, opportunities to explore career options, training to develop job skills, placement, and follow-up. In developing the program it should be remembered that it is important for the clients to be involved.

Conducting the program development function is a critical part of the adult career education delivery system. The plan which was developed in (5.6) cannot be implemented without a program which includes the necessary materials and equipment. It is in this function that the difference between success and failure lies. One reason for this is the high level of client involvement in performing this function. The point has been made in (1.1) that rehabilitation is not something that can be given to or forced upon clients of corrections. The clients must, in the last analysis, change themselves, and it is through the program activities carried out in (6.2) that opportunities for change are provided and motivation to change is stimulated.

The first step in carrying out the program functions is to decide which parts of the program will be carried out in the community, which parts will be provided directly by the corrections institution or agency, and how the particular agency or institution and the community will work together. This is done in (6.2.1) when a program guide is presented. The next step of the program operation is to develop and obtain materials needed for that part of the program which is conducted at the institution or agency. This is done in (6.2.2). At the same time, programs to be held in the community must be developed. This aspect is described in (6.2.3). The last function is to get clients and programs together, and this is done in (6.2.4).

In the delivery system model, the introduction to the subsystem IMPLEMENT PROGRAM DEVELOPMENT FUNCTION (6.2) is accomplished by telling what is meant by program functions and why this is an important part of implementation. This is followed by describing in detail just what will be done to carry out the program functions. The first thing will be to describe the integration between community and corrections. This is done in (6.2.1) where an outline of corrections and community programs is developed.

DEVELOP CORRECTIONS-COMMUNITY PROGRAM OUTLINE (6.2.1)

The development of a corrections-community program outline is simply the process of synthesizing the programs which will be carried out to implement the adult career education plan into a single organization. The management subgoals and performance objectives defined in (4.2) may call for several programs to be offered in order to achieve the mission of adult career education in the designated setting. Some of these programs may be offered at the correctional institution; others will be offered best in the community. The program outline presents, in a simple, easily understood form, a summary identifying all programs encompassed in the complete system, and tells where each program will take place.

The program outline is important since this is the only place where there is central control to insure organizing a unified system of adult career education. The program outline ties together the management plan and the actual everyday activities which are carried out in the name of adult career education. The program outline provides the way by which community activities and institutional offerings are integrated into a single system of adult career education for the designated correctional setting.

This function is carried out by developing and presenting a program outline. The guide should list all the programs which were specified in the description of management subgoals and performance objectives (4.2). The outline should identify where the program will be offered and briefly describe each program to be included. For example, if the management subgoals called for offering two programs, one in basic education to develop career awareness, and one in vocational skill development to develop entry level job skills, the program outline might include the following information:

Subgoals	Program	Locale	Description
Understand career possibilities	Basic Education	Institution	Institutional curriculum. Individually prescribed. 16 units.
Develop entry-level job skills	Vocational skill development in welding	Institution	Vocational training, institutional. 12 units. Individually prescribed.
	Computer programming	Community	Oshkosh Community College. 18-week curriculum

One of the most important parts of adult career education is the integration of community and corrections, and this is particularly true in this function. The relationship of the community to actual program operations is indicated by the reciprocal signal paths between (6.1) and (6.2). Providing activities in various locales must be part of the program, and this is done by arranging for a variety of areas and facilities where adult career education can take place. The emphasis is on the variety of options available. It is important to get program personnel out of the stereotyped way of thinking strictly in terms of an academic classroom or formal shop situation as the locale for career education programs. Innovative ideas for training locales are important to the success of adult career education, and it is important to dispel the idea that career development is strictly a formal education function.

In developing the program outline, it is important to determine the multitude of internal and external possibilities where adult career education experiences can be provided to clients. It is important to identify and arrange for the use of as many settings as possible to meet the many and diverse training needs of the clients. Resources which might be used for various needs areas including the following:

1. Community colleges: individualized skill training, i.e., auto mechanics.

2. Learning center: adult basic education.

3. Learning laboratory: music lessons.

4. Reading laboratory: reading skills.

5. Individualized skill training centers: job skill training, i.e., welding.

6. Vocational training centers: interpersonal skills.

7. Vocational guidance center: aptitude testing.

8. Testing centers: batteries of tests, including aptitude, achievement, mental ability, personality.

9. Occupational exploration center: career exploration.

10. Private industry: on-the-job training.

11. Academic classes: speech class.

12. Community recreational facility: constructive use of leisure time.

13. Private vocational school: job-seeking techniques.

14. MDTA training centers: skill training.

15. Institutional industries: apprenticeship, i.e., maintenance electrician.

16. Institutional day room: interpersonal relationships.

17. Institutional housing unit: sanitary living habits.

18. Recreation yard: team work.

In developing the outline for community and corrections cooperation, as well as in seeing that the outline is kept current and followed, a team effort can be very effective. A working team provides a way for all departments within an institution to be involved, as well as getting the institution and the community actively working together. A working team with policy making and planning responsibilities can bring about the kind of community-corrections coordination that is essential for adult career education. Williams (1975) recommends that the team hold regular meetings during scheduled working hours so that the most can be done to implement the plan.

The shared responsibility for the program operation is important, and it is especially important that community members be part of the team. Community resources for adult career education of clients need to be utilized as fully as possible. Williams (1975) suggests releasing clients whenever possible to attend vocational, technical, on-the-job, and other coordinated programs in the community. State, federal, and local agencies should be utilized to the fullest in implementing the plan. State departments of education, agencies dealing with vocational and social rehabilitation, veterans affairs, public health, social welfare, and Law Enforcement Assistance Councils should be part of the implementation plan. Local junior colleges, universitites, Manpower Development Training, and Cooperative Extension Services should also participate. Community service clubs and organizations can be made part of the delivery system. It is imperative that available resources in the community be inventoried when

developing the program outline. Whenever possible program offerings in the community should be given precedence over developing duplicate programs at the institution.

In the delivery system model, the function DEVELOP CORRECTIONS-COMMUNITY PROGRAM OUTLINE (6.2.1) is accomplished by telling what is meant by the program outline, and then stating the program subgoals or objectives to be accomplished, the programs to be offered, the locales in which the program offerings will take place, and a brief description for each. For programs which are offered in the community, no further description will be given, so the program guide should give enough information so anyone will know exactly what is going on in that program. This might be in the form of a course description from the catalog of the local community college or technical school. For offerings which are to be given at the correctional institution, detailed information on objectives, materials, methods, and techniques will be given in the curriculum guides. Once the corrections-community program outline is completed, it is necessary to fully develop both the institutional and community programs. Institutional program development will be described first in (6.2.2) and then community program development will be described in (6.2.3).

DEVELOP INSTITUTIONAL PROGRAM (6.2.2)

The community program should be part of every adult career education system; however, the community program will usually not suffice as the total adult career education program. There must also be an institution or agency program which will offer systematically planned learning experiences to implement the adult career education goals. These experiences can be incorporated into the courses or offerings in basic education, General Education Development (GED) preparation, social adjustment, cultural appreciation, recreation, vocational training, and guidance.

It is extremely important for the institutional program to include functions of classification, mechanical services, food services, and prison industry. In each of these areas, career education is taking place. The important thing is to see that the career education is planned and intended, rather than accidental and concomitant. When the client in an institution is given a duty assignment in the kitchen, this should provide an opportunity to learn new skills and develop good work habits. If the assignment is one which involves using antiquated equipment, or provides for taking twice as much time to do a task as would be the case in the free world, then the career education the individual is receiving is not going to fit the person for a productive role in society upon release. This kind of experience is not contributing to attainment of any of the career education goals. Neither is it contributing to realistic self- or career awareness.

For each program offered at the corrections institution as part of the adult career education delivery system, curriculum guides need to be developed, and the materials needed to implement the guides have to be obtained from commercial sources or prepared locally. The curriculum guide will contain learner subgoals and curriculum objectives, methods and techniques, scope and sequence of material to be covered, and the specific units which make up the total curriculum. The lesson plans which make up each individual unit, however, have to be developed by personnel at the institution who are responsible for that particular unit or part of a unit.

After deciding which programs will be provided in the community and which ones are to be offered at the institution, it is necessary to develop the materials for the programs offered at the institution. This is done in two steps: curriculum guides are prepared (6.2.2.1), and then supporting hardware and software are obtained commerically or produced locally (6.2.2.2).

In the delivery system model, the function DEVELOP INSTITUTIONAL PROGRAMS (6.2.2) is accomplished by describing what is meant by an institutional program, and then identifying the various curricula or programs to be offered by the institution as part of the total adult career education in corrections system. The next step is to give guidelines for developing the curricula at the institutional level (6.2.2.1). This will be followed by guidelines for use of materials and an inventory of available or potentially available hardware and software (6.2.2.2).

DEVELOP INSTITUTIONAL PROGRAM CURRICULUM GUIDES (6.2.2.1). A curriculum guide is an organized description of desired outcomes together with the learning experiences which will be provided to achieve the client objectives. A curriculum guide contains a minimum of four sections: an introductory section which includes a statement of philosophy--a listing of principles which are used in carrying out the curriculum, a set of curriculum subgoals and objectives, a listing of units which make up the total curriculum, and the set of units. Guides also often contain directions for evaluation and needed hardware/software. The development of curriculum guides for programs offered throughout the correctional institution as part of the adult career education delivery system must be done by a team of individuals who will be involved in conducting the various programs; however, basic guidelines can be given.

The institutional curriculum is important. Hill (1975b) states:

> Curriculum is the primary avenue through which change in the behavior of students can be effected. These changes include several items: increased knowledge and understandings, new attitudes and values, and the acquisition of skills. All of these changes are needed if the undereducated adult in the correctional institution is to function effectively in today's society. (p. 420)

Hill (1975b) also recommends 12 steps for developing an adult career education curriculum which should be useful to those developing curriculum guides:

1. Organize a career education advisory committee.

2. Promote an understanding within the advisory committee of career education.

3. Establish objectives for the local career education program.

4. Analyze the present programs to identify elements of career education currently underway.

5. Develop a program plan to expand or build upon desirable career education elements already included in the program.

6. Identify modifications needed in materials, equipment, facilities, or personnel.

7. Establish a timeline.

8. Order hardware and software needed.

9. Conduct in-service training for staff and community persons.

10. Implement the program.

11. Build in evaluation process.

12. Provide follow-up assistance for teachers.

The delivery system model will present guidelines for the development of each of the four basic sections of a curriculum guide. The actual writing of the curriculum guides will be done by a team which will follow the delivery system guidelines, and will result in the production of separate guides for each curriculum. For example, there might be a General Education Development (GED) preparation guide, a basic education guide, and a social education guide. There might be guides for a number of different vocational training courses, such as welding, auto mechanics, or dental technology.

The idea of adult career education is not so much to introduce additional treatment programs, but, rather, to modify or revise existing programs so they contribute to achievement of adult career education goals, as well as making as much use as possible of existing community programs which implement the career education objectives. One of the important and essential tasks in implementation is to modify already developed curriculum guides so that career education objectives and experiences are infused into the curricula. For example, an important part of the institutional program is the General Education Development (GED) course. There must be a refocus of this course, however, in order to implement the career education concept and make GED preparation an integral part of the career education delivery system in the corrections setting. Howards (1972) cautions that:

> Most GED programs are teaching students to pass the GED exam, and then generally, set adrift with promises of future employability. By and large, most GED graduates from these programs do not seem to make significant improvements in their economic or intellectual development. . . . Some get jobs or further training, and some few enter community or senior colleges. But . . . for most students, the GED turns out to be another dead end both educationally and vocationally. (p. 66)

This is particularly true in the case of corrections clients. It is far from sufficient to turn a man or woman onto the streets with a GED certificate. Unless the person can show that he or she has employability skills, is capable of implementing social and citizenship responsibilities, has work-oriented attitudes and values, and is able to make realistic decisions, the individual will find that the GED certificate is of limited value, if, in fact, it is of value at all. Howards (1972) correctly points out that making persons with limited academic background and skills employable, often in jobs which do not yet exist, requires a wider variety of skills and understandings than are taught or measured by the GED. A GED course which is controlled by the GED test cannot satisfy adult career education objectives.

In order to make the GED course an effective part of the adult career education curriulum, the content will have to be organized around and focused on the adult career education concepts. Howards (1972) suggested using core concepts such as jobs, family, and consumer education as the central theme around which the GED curriculum would be organized. This kind of approach is one which will make it possible to provide a GED course, which, in fact, is an integral part of adult career education. Each concept can be developed as a unit of instruction which will involve a total integration of the reading, comprehension, interpretation, and mathematics objectives with the adult career education objectives. Learning activities need to be provided which will contribute to both sets of objectives. Only in this way will it be possible for the GED course to contribute to career development of the clients of corrections.

Because adult career education is an all-encompassing concept, it is conceivable that the delivery system would require a number of curriculum guides, particularly if the greater part or all of the system were to be delivered in the confines of a correctional institution. The format for organizing a curriculum guide is a matter of the designer's choice. However, each guide should contain the four basic sections: (a) an introductory section which includes a statement of philosophy, (b) a set of curriculum subgoals and objectives, (c) a listing of units which make up the total curriculum, and (d) the set of units. Additional materials and supplementary sections, particularly listings of hardware and software sources, and references can be included if desired. The curriculum guide actually presents the units. However, the daily lesson plans which must be carried out to deliver each unit are not included in the guide. These are developed by the personnel responsible for presenting each lesson.

As there are many formats for organizing curriculum guides, the developers should devise and use the format which will make the guide most useful and best meet the needs of the particular setting where it is to be implemented. An example of one format is given on pages 135 to 152. It is a vocational training guide which is used for the Oregon State Penitentiary curriculum (Eastmen & Henderson, 1974).

CURRICULUM GUIDE:

WELDING
Oregon State Penitentiary

Introduction:

The purpose of this course is to give instruction of a preparatory type in the development of operational skills, technical knowledge and related industrial information to fit the trainee for a job entry level skill upon his release from the Oregon State Penitentiary.

Trainees will be given the opportunity to:

1. Develop basic operational skills involved in actual and/or simulated welding operations.

2. Acquire a knowledge of related trade information pertinent to the welding field.

3. Develop desirable work habits and appreciation, particularly in regard to standards of craftsmanship, personal cleanliness, safety and shop maintenance.

4. Discuss and help plan his training program prior to entry.

To be eligible for the course trainees must satisfy a committee as to his interests in Vocational Training and have need for the training.

The student will be considered completed when he has reached a job entry level of performance. The training will vary according to the number of units needed. The estimated time for the completion of all the units is seven months.

Primary Objectives of the Oregon State Penitentiary Vocational Training Program:

The primary objective of the Vocational Training Program is to aid the institution in the rehabilitation of the inmates, thus preparing them to return to society as useful citizens.

The Vocational Training Program contributes to this by offering courses in many trades and crafts to inmates. Practical training under actual and simulated production conditions, applied theory, and subjects of job educational value are included in each course of Vocational Training to prepare the inmate to become a wage earner upon his release from this institution.

Guidance and counseling are offered by the Vocational Instructors on matters concerning Vocational Training, but matters of a different and more serious nature are referred to the inmate's counselor.

Curriculum Objectives:

The specific curriculum objectives for the welding course are to:

1. Teach the fundamentals of welding with the emphasis on becoming proficient within the welding field.

2. Teach the fundamentals of welding as the first step for the student who wants to become a skilled welder.

3. Develop the ability to apply science to problems pertaining to welding.

4. Develop personal work habits, such as cleanliness and order in planning and carrying out work in the welding field.

5. Develop safety habits pertaining to hazards in the welding field.

6. Provide experience in the care and maintenance of the tools.

7. Develop a sense of responsibility; work cooperatively with others and follow oral and written instructions.

8. Acquaint the trainee with labor and management relationship; the opportunities for employment in the welding field; and preparation of applications and his conduct during the interview.

9. Determine student's deficiencies and make appropriate recommendations.

Plan of Instructional Practices:

Behavioral Objectives: Instructors will establish behavioral objectives for each unit of the Training outline, both informational and operational.

Teaching Method: Operational skills in this course will be taught in the shop by a combination of demonstrations, and practice under actual and/or simulated conditions.

Technical knowledge and related industrial information will be taught by the use of lectures, discussions, demonstrations, audio-visual aids, oral and/or written tests, research, outside assignments, instruction sheets, and other applicable media.

Instructional Aids: Actual equipment, tools, textbooks, audio-visual aids, pamphlets, booklets, and V.T. Guides are used.

Providing for Individual Differences: Instruction will be given on group basis as much as possible, but due to individual differences in learning abilities, interest and starting dates, instruction in technical knowledge and manipulative skills will be given on an individual basis with the use of audio-visual aid equipment and outside assignments to allow the trainee to advance in the course according to his desires and abilities. Individual progress records will be kept.

Student Personnel Organization: Trainees are assigned to specific jobs and are rotated after meeting the requirements of the objective of that unit. Students are held responsible for cleanliness of their work area and the completed job.

Student Planning: Trainees learn to plan operations of assigned jobs according to welding procedures, and to plan cleaning projects.

Testing and Grading: Written and/or oral tests will be given before and after each operational and informational unit. There will also be a written and/or oral test and performance test given as a final examination. Tests will be used to determine the trainee's progress and the effectiveness of instruction, based on the objective of a given unit.

Safety: General welding safety practices such as shop cleanliness, protection from hazardous equipment, use of personal safety habits, safe use of tools and machines will be followed with added emphasis being made by group and individual instruction in this area.

Shop Records: Welding shop records to be kept include attendance, tools and equipment inventory, trainee work progress and performance levels attained.

UNITS IN COURSE

The main units of this course of instruction for welding with approximate time to be spent on each are as follows:

1.	Basic Oxyacetylene Welding	150 Hours
2.	Basic Arc Welding	360 Hours
3.	Pipe Welding Techniques	180 Hours
4.	Basic MIG & TIG Welding	120 Hours

INFORMATIONAL UNITS

UNIT I: Basic Oxyacetylene Welding & Cutting

Behavioral Objective:

Given a series of fifteen questions pertaining to Oxyacetylene welding and cutting, student will correctly answer ten of them.

A. Introduction to Oxyacetylene Welding

1. Background history.
2. Chemistry involved.
3. Metal identification
4. Different joining processes

B. Safe Practices in Oxyacetylene Welding & Cutting

1. Responsibility to employer
2. Responsibility to fellow worker
3. Responsibility to yourself
4. Use of hand tools
5. Perils of horseplay
6. Proper use of Oxyacetylene equipment.

C. Oxygen & Acetylene Cylinders

1. Safe handling and storage
2. Construction of:
    a. Oxygen
    b. Acetylene
3. Checking fittings for damage

D. Oxygen & Acetylene Regulators

1. Safety procedures in:
    a. Handling of hook-ups
    b. Adjustment of pressure
    c. Lubrication
2. Construction of Regulators
3. How to identify Oxygen regulators
4. How to identify Acetylene regulators

E. Welding Torches & Tips

1. Safety procedures in:

    a. Hook-ups to hose and regulators
    b. Lighting and extinguishing

2. Construction of and material used in them

3. Proper nomanclature for parts and assembly

4. Selecting proper equipment

5. Adjusting regulators for equipment used

F. Cutting Torches & Tips

1. Safety procedures in:

    a. Hook-ups to hose and regulators
    b. Lighting and extinguishing

2. Construction of and material used in them

3. Proper nomanclature for parts used and assembly

4. Selecting proper equipment for the job to be performed

5. Adjusting regulator for equipment used

6. Lighting

7. Extinguishing flame

8. Handling of fuel gases

G. Various Fuel Gases

1. Acetylene

2. Carbide

3. Water

4. Natural gas

5. Hydrogen

6. Butane

7. Propane

8. Mapp

H. Heat Producing Gases

   1. Oxygen

   2. Different flames in oxyacetylene and approximate temperatures and uses in welding & cutting.

      a. Carburizing 5200 degree F most commonly used causes brittleness, excess of carbon.

      b. Neutral- 5600 degrees F most commonly used, adds nothing and takes away nothing.

      c. Oxydizing- 6200 degrees F not commonly used causes brittle welds.

I. Problems in Oxyacetylene Welding and Cutting

   1. Positions

      a. Flat
      b. Horizontal
      c. Overhead
      d. Vertical

   2. Types of joints

      a. Butt

         1. Open
         2. Closed

      b. Fillet

         1. corner or edge
         2. tee

      c. lap

   3. Effects of pressure settings of regulators on welds

   4. Different welding processes

      a. Solder welding
      b. Braze or Braze welding
      c. Fusion welding

UNIT II: Basic Arc Welding

Behavioral Objective:

Upon completion of this unit, student given a series of fifteen questions pertaining to Arc Welding and cutting, will correctly answer ten of them.

A. Introduction to Arc Welding
    1. Background history
    2. Chemistry involved
    3. Metals identification
    4. Different joining processes
B. Safe Practices in Arc Welding & Cutting
    1. Responsibility to employer
    2. Responsibility to fellow worker
    3. Responsibility to yourself
    4. Use of hand tools
    5. Perils of horseplay
    6. Proper use of Arc Welding Machine
C. Arc Welding machines and accessories
    1. Type of machines
        a. Generator
            1. Electric driven
        b. Alternator
            1. Gasoline
        c. Transformer
            1. A.C.
            2. A.C. or D.C.
            3. Constant potential
    2. Accessories of Arc Welder
        a. Welding cable
        b. Electrode holder
        c. Ground clamps
        d. Personal gear:

1. Safety glasses
2. Head gear
3. Protective leather clothing

D. Types of Arc Welding Electrodes

1. How they are classified

2. What the classification means

3. Composition of core wire

4. Composition of coating

5. Sizes available

E. Problems in Arc Welding

1. How to turn on machine

2. How to adjust machine

3. Position

    a. Flat
    b. Horizontal
    c. Overhead
    d. Vertical

4. Types of Joints

    a. Butt

        1. Groove

            a. with back-up
            b. without back-up

    b. Fillet

        1. corner or edge
        2. Tee

    c. Lap

5. Effects of polarity, voltage, amperage on welds, metals positions.

UNIT III: Pipe Welding

Behavioral Objective:

Upon completion of this unit, student given a series of fifteen questions pertaining to Pipe Welding will correctly answer ten of them.

A. Safety in Handling and Welding of Pipe

   1. Proper lifting equipment

   2. Checking for explosives

   3. Grounding pipe

B. Introduction to Pipe Welding

   1. Some uses of pipe

   2. Different grades and weights of pipe

   3. Different positions used in pipe welding

   4. Different welding processes used

   5. Preparing pipe for welding

   6. Tests that are used for certification, both destructive and non-destructive

   7. Review of safe practices in use of arc welding equipment

   8. Special equipment used in layout

   9. Blueprint symbols used in pipe welding

C. Problems in Pipe Welding

   1. Setting the arc welding equipment for pipe welding

   2. Welding in the uphill procedure.

   3. Welding in the downhill procedure

UNIT IV: Basic MIG & TIG Welding

Behavioral Objective:

Upon completion of this unit, the student, given a series of fifteen questions pertaining to MIG & TIG Welding, will correctly answer ten of them.

A. Introduction to MIG & TIG Welding

   1. To operate safely because of hazards of:

  - a. Gasses involved
  - b. Ultra-violet rays

2. Effects on the area around you and the fellow workers

3. Type of equipment used and how it differs from other kinds

4. The proper procedures for set-up and operation

B. Problems in MIG & TIG Welding

1. Observation and practices of the welding of different metals both ferrous and non-ferrous.

2. Instruction on proper settings of the machines and allied equipment under simulated working conditions in all positions and different metals.

3. The observation and use of different gasses and their effect on the arc quality. Welded metal appearance and quality and the effects good and bad on the base or parent metals.

4. To learn the principles of blueprint reading

5. The identification of metals and metal shapes

6. The understanding of welding metallurgy

OPERATIONAL UNITS

UNIT I: Basic Oxyacetylene Welding

Behavioral Objective:

Upon completion of this unit, the student will successfully pass a performance test using 3 x 5 Light Gauge Steel Plates on all joints in all positions, welds conforming to American Welding Society specifications. Also demonstrate his ability to properly use cutting torch by cutting various shapes and patterns as designated by the instructor.

A. Safety clothing practices

B. Handling of bottled glass

C. Handling of Oxyacetylene torch equipment

D. Proper procedures for welding

E. Proper procedures for cutting

F. Metal identification

G. Joint types

H. Positions

UNIT II: Basic Arc Welding

Behavioral Objective:

Upon completion of this unit, the student will successfully pass a performance test using 3 x 10 Heavy Steel Plates on all joints in all positions, welds conforming to American Welding Society specifications.

A. Identification of equipment

B. Safe set up and use of welders

C. Welders accessories and protective clothing

D. Welding rods

E. Joint types

F. Positions

G. Metals identification

UNIT III: Pipe Welding Techniques

Behavioral Objective:

Upon completion of this unit, the student will take Pipe Certification Test conforming to State of Oregon Low Pressure Vessell Pipe Requirements and Bevel Specifications.

A. Safe use of equipment and clothing

B. To be able to identify and use different special equipment pertinent to the pipe welding trade

C. To develop the basic welding techniques pertinent to the pipe welding trade

D. To acquaint the student with the tools and their use in the pipe welding trade

E. To acquaint the student with the preparation of the pipe bevel

UNIT IV: Basic MIG & TIG Welding

Behavioral Objective:

Upon completion of this unit, the student will pass a performance test using light and medium gauge ferrous and non-ferrous metals, on all joints in all positions, conforming to the American Welding Society specifications.

A. To learn the principles of safe and proper practice in set-up and operation of the MIG and TIG equipment.

B. To learn skills in welding of ferrous and non-ferrous metals in various positions.

C. To learn different inert gases and combination theory used in MIG and TIG Welding.

AFTER ALL UNIT REQUIREMENTS HAVE BEEN MET, STUDENTS WILL REVIEW PROGRAM PRIOR TO COMPLETION.

VOCATIONAL TRAINING GUIDE
WELDING CURRICULUM

OREGON STATE PENITENTIARY
SALEM, OREGON
OCTOBER 1973

PURPOSE: This Vocational Training Guide (VTG) lists the objectives required for the student to achieve a job entry level skill in the Welding field. It also provides a permanent record of the student's achievement while in training.

USE: This VTG provides the basis in which instructors can plan and conduct individual training. The VTG is divided into two segments; one Informational and one Operational. The Operational segment will provide guidelines and reflect the accomplishment of the student in the Theory portion of his training, i.e., classroom, self-study.

INSTRUCTORS WILL:

1. Identify the equipment on which the student has become proficient and the applicable study reference. The equipment will be listed in the Operational Training Requirements segment and the Study Reference in the Informational Training section.

2. Up-date the VTG when the student completes a specific unit.

3. Indicate the skill level required to meet the objective of each unit.

4. Indicate the skill level obtained, the number of hours of exposure in that unit and certify by initialing.

5. Establish behavioral objectives and enter them in the space provided for each unit of training.

GRADING: The Informational Units will be graded satisfactory, unsatisfactory or not applicable. The Operational Units will be graded by using the following skill level matrix:

0- Student has not been introduced to the Operational Unit.
1- Student has been introduced to the Operational Unit.
2- Student understands principles of operation.
3- Student can perform with direct supervision.
4- Student can perform with minimum supervision.
5- Student can perform without supervision.

NAME OF TRAINEE	SIGNATURE OF INSTRUCTOR	DATE STARTED
	SIGNATURE OF V.T. SUPERVISOR	DATE COMPLETED

INFORMATION UNITS	UNIT OBJECTIVES AND STUDY REFERENCES	UNIT HOURS COMPLETED	GRADE S-SAT. U-UNSAT.	INSTR. INITIAL
UNIT I: BASIC OXY-ACETYLENE WELDING AND CUTTING. A. Introduction to Oxyacetylene Welding. B. Safe practices in Oxyacetylene Welding and Cutting. C. Oxygen & Acetylene cylinders. D. Oxygen & Acetylene regulators. E. Welding torches & tips. F. Cutting torches & tips. G. The welding & cutting flame. H. Problems in Oxyacetylene welding and cutting.	Upon completion of this unit, the student, given a series of fifteen questions pertaining to Oxy-acetylene welding and cutting, will correctly answer ten of them. **STUDY REFERENCES:** 1. Basic Oxyacetylene Text (Griffin/Roden) 2. Shop Study materials			
UNIT II: BASIC ARC WELDING & CUTTING A. Introduction to Arc Welding & Cutting. B. Safe practices in Arc welding and cutting. C. Arc welding machines and accessories. D. Types of Arc welding electrodes. E. Problem in Arc welding.	Upon completion of this unit, the student, given a series of fifteen questions pertaining to Arc welding and cutting, will correctly answer ten of them. **STUDY REFERENCES:** 1. Basic Arc Text (Griffen/Roden) 2. Shop Study materials			

INFORMATION UNITS	UNIT OBJECTIVES AND STUDY REFERENCES	UNIT HOURS COMPLETED	GRADE S-SAT. U-UNSAT.	INSTR. INITIAL
UNIT III: PIPE WELDING TECHNIQUES A. Safety in handling and welding of pipe. B. Introduction to pipe welding. C. Problems in pipe welding.	Upon completion of this unit, the student, given a series of fifteen questions pertaining to Pipe welding, will correctly answer ten of them. **STUDY REFERENCES:** 1. Basic Pipe Welding Text (Griffin/Roden) 2. Shop Study materials			
UNIT IV: BASIC MIG & TIG WELDING A. Introduction to MIG & TIG welding. B. Problems of MIG & TIG welding.	Upon completion of this unit, the student, given a series of fifteen questions pertaining to MIG & TIG welding, will correctly answer ten of them. **STUDY REFERENCES:** 1. Basic MIG & TIG text (Griffin/Roden) 2. Shop Study materials			

OPERATIONAL TRAINING REQUIREMENTS

OPERATIONAL UNITS	UNIT OBJECTIVE AND EQUIPMENT	SKILL LEVEL REQ.	SKILL LEVEL OBTAINED						INST. INIT.	UNIT HOURS
			0	1	2	3	4	5		
UNIT I: BASIC OXY-ACETYLENE WELDING AND CUTTING. A. Safety Clothing Practices. B. Handling of bottled gases. C. Handling of Oxy-Acetylene Torch equipment. D. Proper procedures for Welding. E. Proper procedures for cutting. F. Metals identification. G. Joint types. H. Positions.	Upon completion of this unit, the student will successfully pass a performance test using 3 x 5 Light Gauge Steel Plates on all joints in all positions, welds conforming to American Welding Society specifications. Demonstrate his ability to properly use cutting torch by cutting various shapes and patterns as designated by instructor. Standard Oxy-Acetylene Cutting Rig will be used. Standard Oxy-Acetylene Welding Rig will be used.	4								
UNIT II: BASIC ARC WELDING. A. Identification of equipment. B. Safe set-up and use of welders accessories and protective clothing. C. Welding rods. D. Joint types. E. Positions. F. Metals identification	Upon completion of this unit, the student will successfully pass a performance test using 3 x 10 Heavy Steel Plates on all joints in all positions, welds conforming to American Welding Society specifications. 300 AMP D/C Arc Machine will be used.	3								

OPERATIONAL TRAINING REQUIREMENTS

OPERATIONAL UNITS	UNIT OBJECTIVE AND EQUIPMENT	SKILL LEVEL REQ.	SKILL LEVEL OBTAINED						INST. INIT.	UNIT HOURS
			0	1	2	3	4	5		
UNIT III: PIPE WELDING TECHNIQUES. A. Safe use of equipment and clothing. B. Identify and use different equipment pertinent to the pipe welding trade. C. Develop the basic welding techniques pertinent to the pipe welding trade. D. Acquaint the student with all tools in the pipe welding trade. E. Acquaint the student with the preparation of the pipe bevel.	Upon completion of this unit, the student will take Pipe Certification Test conforming to State of Oregon Low Pressure Vessell Pipe Requirements and Bevel Specifications. Student will successfully pass three of the six test specimens. Schedule 40 8-inch pipe, E-6010 1/8-inch electrodes. 300 AMP D/C Arch Welder will be used.	3								
			0	1	2	3	4	5		
UNIT IV: BASIC MIG & TIG WELDING. A. Learn the principles of safe and proper practices in set-up and operation of MIG & TIG equipment. B. Learn skills in welding of ferrous and	Upon completion of this unit, the student will pass a performance test using light and medium gauge ferrous and non-ferrous metal, on all joints in all positions, conforming to American Welding Society specifications. A/C & D/C MIG & TIG Machines will be used.	4								

non-ferrous metals in various positions. C. Learn different inert gases and combination theory used in MIG & TIG welding.	

In the delivery system model, the function DEVELOP INSTITUTIONAL PROGRAM CURRICULUM GUIDES (6.2.2.1) is accomplished by telling what elements are to be included in each guide that will be produced, either originally or by modifying existing guides, for the institution where the delivery system will operate. This is followed by giving guidelines for each section that will be included in the guides. The first step is to describe the use of research in the process of developing curriculum guides. This will be explained in (6.2.2.1.1).

CONSIDER RESEARCH/ESTABLISH PRINCIPLES (6.2.2.1.1). Research is a process of sequentially related, systematized activities conducted to find answers to questions, and to produce information related to problems or questions in a given area. Using the results of research is one way to make more effective utilization of the human and material resources for adult career education in corrections. Establishing principles is the process of identifying and stating those principles related to adult career education in corrections that will guide the curriculum design.

The introductory section of the curriculum guide should give at least a brief statement of principles which are being implemented, or the conclusions or recommendations which are to be taken into account. To do this, an effort should be made to utilize the results of relevant research. By looking at research studies as well as considering the recommendations of authorities, it is possible to make the adult career education curriculum both innovative and effective. Research helps to introduce innovations into the program. It is important to know what has been done in the areas of career development, human growth and development, learning, and motivation. This should help to avoid making costly errors, and should result in more innovative programs.

Career education research should be studied carefully and continuously. This includes all information on careers, the world of work, occupational clusters, and other related topics. Human growth and development research contains information about characteristics and needs of clients of corrections, the adult learner, and the disadvantaged. The relationships between heredity and environment, the influence of cultural differences, the influences of values, causes of conflict and anxiety, and nature of developmental stages all come under human growth and development research. Learning research provides information about motivation and learning. Techniques such as repetition, transfer, reinforcement, and goal setting are included. The research on specific subject areas provides valuable information, particularly the very extensive research on reading. A vast amount of research has been done on adult basic education and on the technology of instruction. All of this information has a bearing on the development of adult career education programs.

It is often difficult to select from among the wealth of available information and to keep up-to-date on current research. However, inquiry should be made to research and development centers, clearinghouses, government agencies, and universities. Subscriptions to periodicals carrying information on career education are worthwhile. The Division of

Adult Education in the U.S. Office of Education is an important source of information for those involved in developing curricula for adult career education in corrections. In addition, the following sources can provide research information relevant to adult career education in corrections:

I. Government Agencies

  A. U. S. Office of Education

    1. National Multi-Media Clearinghouse (evaluates, abstracts, and indexes materials on adult basic education)
    2. Regional Offices (on-going projects and reports)
    3. Regional Laboratories and Clearinghouses (reports on special studies related directly to specific regional problems and populations)
    4. ERIC (indexes all education research and research-related literature)
    5. Division of Adult Education (teaching training and special demonstration projects, in-house reports)

  B. U. S. Bureau of Prisons (central office clearinghouse on special projects in education)

  C. Law Enforcement Assistance Administration (research office and clearinghouse)
  D. U. S. Department of Labor (research on manpower development and training)
  E. National Institute of Corrections (clearinghouse of corrections materials)

II. Publications

  A. Books, monographs, special reports, bibliographies

  B. Professional journals

    1. Adult Education
    2. Adult Leadership
    3. American Educational Research Journal
    4. Review of Educational Research
    5. American Journal of Corrections
    6. Correctional Education Journal
    7. Psychology Today

  C. Dissertation Abstracts

III. Institutions of Higher Education

IV. Professional Organizations

  A. American Correctional Association

B. American Bar Association

C. Adult Education Association of America

D. National Association of Public and Community Adult Education

E. American Educational Research Association

Curriculum designers should take full advantage of all available resource materials which might suggest new directions or innovative approaches to incorporate into the program. A source book on vocational training in correctional institutions published in 1973 describes 66 innovative vocational programs (Keyes, 1973). These program descriptions contain many ideas which might be incorporated into career education programs offered inside an institutional setting. There also are ideas for community involvement which is a vitally important aspect of adult career education in corrections. The publication includes descriptions of school and college cooperative programs, business and industry cooperative programs, trade union cooperative programs, professional and paraprofessional programs, and short term and pre-vocational programs. There also are descriptions of some new approaches to traditional courses and ideas for organization and administration of vocational training in correctional institutions.

Once research findings have been considered, principles can be established. For example, there are six principles of correctional education defined by Eckenrode (1973) that apply directly to adult career education in corrections and should guide the design of the curriculum:

1. Educational activity must be meaningful to the learner.

2. Correctional education must be offered in short, attainable and measurable segments.

3. There must be reinforcement of learning.

4. There must be balance in the total institutional program in which education is but a part--a meaningful part.

5. he institutional educational program must be an accredited one.

6. There must be a substantial interpersonal relationship established between the teacher and the student.

In addition to these six principles, it is important to see that the adult career education program in corrections provides a work-oriented curriculum, offers a unified curriculum in which preparation for work and preparation for academic education are melded into a single whole, and provides modular curriculum. "This fusion of academic and practical skills has considerable application in correctional programs and it could be one of the most useful aspects of career education for . . . rehabilitation" (Sessions, 1972, p. 29).

Additional research findings which apply to establishing principles include those of Freschet. Freschet (1975) recommends seven steps in organizing learning experiences in adult career education:

1. Make a behavioral analysis. A detailed task description and analysis must be made of the tasks to be learned. For example, in attempting to achieve skill development of the learners, the task might be to locate, remove, and replace a bad sparkplug in a car, or to use a stock catalog to order a special part for a carburetor--a rather complicated process requiring special skills in reading, indexing, writing, and pricing. The task analysis must define all the necessary skills and knowledge needed to perform the task. Specific training objectives are then identified for each task and sub-task. These training objectives must be related to and derive from the goals, subgoals, and management objectives already specified in (4.2). The signal path from (4.2) to (6.2.2.1) shows this relationship. Each training objective must specify a behavior that can be verified, and an activity that can be measured accurately and reliably. The behavioral objectives which are specified for training in the program guide must describe precisely (a) what the learner is to do as a direct result of the learning activity, (b) under what conditions and limitations, and (c) to what level or standard of performance. The training objectives must demand specific learner responses to specific stimuli. Each objective must satisfy Ryan's (1972) SPAMO test for quality, just the same as the management objectives defined in (4.0). This means that five questions must be answered for each objective, and, if the answer to any question is "No," the objective must be changed. The questions are:

S Is the objective specific, rather than general and vague?

P Is the objective pertinent, describing outcomes relevant for the particular clients and the setting?

A Is the objective attainable, something within the realm of possibility?

M Is the objective measurable, in terms of outcomes that can be assessed?

O Is the objective observable, in terms of behaviors that can be seen?

2. Determine optimum step size. The instructional or training content must be organized into relatively small and sequential steps, each requiring a desired student response. The responses, in fact, are the learner objectives. Each step must build from the preceding response toward the succeeding step and its subsequent response. Only information and activity directly relevant to the desired behavioral outcome are included. Each step should contain neither more nor less instruction or training than needed by the learner to successfully perform the stated

training objective.

3. Provide for active responding. The learner has to interact with the career education learning experience by responding in some specific manner at each step. The response may be in the form of replying to a question, performing a task, or a combination of both. The response and the stimulus for the response should duplicate as nearly as possible the real-world tasks and environment. When possible, the response should call for realistic application of the new knowledge or skill, not just a parroting of words or repetition of an action. The aim should be to force the learners to make specific overt responses throughout the career education learning experience so that their behaviors can be shaped step-by-step until they achieve mastery.

4. Give immediate confirmation. Immediately following each response, the learner should be given knowledge of results. The learner should find out at once if the response was right or wrong--and if wrong, where the error lies. Making a correct response and having that response confirmed as correct strengthens the probability that the learner will respond appropriately in a similar situation later.

5. Use managed reinforcement. Learning must not be left to chance. The learner must be purposefully guided toward making the correct response, and reinforcement should be provided to strengthen these responses. The use of contingency rewards has been found to be very successful when used in corrections as well as non-corrections settings. An effective approach is to design a schedule of rewards which clients can receive contingent upon successful completion of specific tasks. The principle of successive approximation should be applied in working out the reward schedule so that relatively small rewards can be given for responses which approximate the desired final outcome. This serves a motivating function, and when used in conjunction with supportive training, helps in moving the learner toward the final goal.

6. Use learner controlled rate. All learners should not be forced to progress at the same rate. "However, they all must reach the same objectives and meet the same criteria of success" (Freschet, 1975, p. 395). The career education learning materials should be packaged in modules which will make possible the individualizing of instruction. The learner will be able to move on to the next step only after having succeeded with the preceding one. "Thus, the learner's responses control the rate of learning" (Freschet, 1975, p. 395). The greater part of the materials used for achieving career education goals will be individualized. However, varying degrees of group-pacing and group activities should be included. This is particularly important in providing experiences to help the learners achieve social relationship objectives.

7. Use learner-controlled content. The content of the career education training must be such that it can be adapted to the learner, rather than having the learner adapt to the content. The information which the learner receives must be appropriate to the needs and abilities of the individual at that time. This makes it particularly critical for the

DEFINE CURRICULUM OBJECTIVES (6.2.2.1.2). The management subgoals and performance objectives which were defined in (4.2) provide the basis for definition of behavioral objectives at the client level. The goals, management subgoals, and performance objectives are fed forward to (6.2.2.1.2), where the curriculum designer takes the performance objectives to the next level, and defines client objectives. The objectives which are stated in the curriculum should describe the expectations for all individuals who complete the curriculum. When the units in the curriculum actually are being implemented by daily lessons, it will be necessary to have behavioral objectives for each daily lesson for the particular individual or group of clients participating in the lesson at the time. Each client objective must be defined in behavioral terms, including a description of the behaviors which are desired, the conditions under which the behaviors will be manifested, and the criterion level for acceptable performance. The behaviors should refer to knowledge, skills, or attitudes that are to be developed.

The importance of defining behavioral objectives appropriate to the needs and characteristics of the clients in each particular setting is emphasized in the California model of career development. The designers held that:

> In planning a total career development program, decisions must be made as to the grade level at which each concept is to be introduced, and which of the sub-goals of that concept would be applicable. This approach will result in statements of objectives that are appropriate and developmental. It is not possible to develop a set of objectives which would be applicable to a variety of settings,as the objectives must relate directly to the variables within the specific setting. . . . There is no way for a school staff to avoid developing their own objectives. (Cunha, Laramore, Lowrey, Mitchell, Smith, & Woolley, 1972, p. 17)

This is equally, if not more true for corrections. The client subgoals which really establish the basis for the curriculum scope must relate to the five major goals of adult career education. Client subgoals relating to each of the five major goals can be developed for each of the stages of career development.

In the delivery system model, the function DEFINE CURRICULUM OBJECTIVES (6.2.2.1.2) is accomplished by telling what is meant by curriculum objectives and showing the relationship to management subgoals and performance objectives. This is followed by directions to the curriculum designers for actually defining client objectives. The next step is to present guidelines for developing and using methods and techniques (6.2.2.1.3).

DESCRIBE METHODS/TECHNIQUES (6.2.2.1.3). The curriculum guide should give information about methods and techniques. Method refers to the organization of participants and ways of delivering learning experiences for the purpose of adult career education. This includes establishing the relationships between the client and the setting where the learning is to take place, and includes individual, large group, and small group organizations. Technique refers to ways in which the learning experiences are managed to facilitate achievement of client objectives. Techniques include simulation games, role-playing, demonstrations, and discussions. Various methods and techniques must be considered, and alternatives must be made available in writing the curriculum guides. Success in the program which is offered will depend in large measure upon the creativity, motivation, and desire of those who design the methods and select the techniques for implementing the curriculum.

Characteristics of corrections clients vary. If certain methods and techniques succeed with one group, there is no guarantee they will succeed with another group. Therefore, it is important to make provision for using a variety of methods and employing different techniques. Studies reveal that more clients in corrections are under-educated school dropouts than is found in the non-correctional setting. In order to change their attitudes toward education, innovative techniques must be employed. It is especially important that methods and techniques be used which make it possible to demonstrate the real-world application of the concepts being learned. "The classroom is, in many ways, the most sterile of possible learning environments--useful for abstract concepts but with little opportunity to demonstrate 'real world' applications" (U. S. Department of Health, Education, and Welfare, 1972, p. 10).

Individualized instruction is one method that is particularly important for adults. Weinhold (1972) points out that individualized instruction--teaching that is custom-tailored to the unique needs and interests of each student--is likely to motivate students to learn and help them learn more. New knowledge skills or behaviors stay with the student longer when the student is directly involved in the learning process. Individualization of instruction can be accomplished in a number of ways, one of which is through the use of aides, paraprofessionals, and auxiliary personnel--whether volunteer or paid. This means that the teacher can become a supervisor of the staff of helpers. Weinhold (1972) points out some of the ways these aids can be of help:

1. Preparing instructional materials: typing and mimeographing stencils; making charts, graphs, and other visuals; making exhibits, posters, and photo displays

2. Checking learners' written work; administering and marking tests

3. Collecting and organizing resource materials: newspaper clippings, magazine articles, paperback books, technical journals, records, films, and filmstrips

4. Organizing group activities: field trips, demonstrations

5. Handling audiovisual material: checking out equipment; setting up and operating projectors, recorders, and other hardware; maintaining

equipment in good condition

6. Helping individual learners involved in programmed instruction or other independent learning projects

7. Maintaining supplies

A programmed booklet by Schill and Nichols (1970) provides an excellent format for use in individualized instruction to help clients become aware of occupational and educational opportunities. The booklet is designed to provide answers to questions about occupations and educational programs. Each page asks a question and the answer directs the reader to the page where information is given that the reader desires. For example:

Do you intend to continue your education beyond high school?

YES . . . Turn to page 8

NO . . . Make a selection below

You don't intend to continue your education. What are you going to do?

JOIN THE MILITARY . . . . .Turn to page 3

FIND A JOB. . . . . .Turn to page 11

JOINT THE JOB CORPS, VISTA. . . . . .Turn to page 4

ENTER AN APPRENTICESHIP PROGRAM . . . . .Turn to page 7

Grouping is another way to individualize instruction. If the instructor is confronted by 20 or 30 or 40 adult learners, without the help of auxiliary personnel, programmed teaching aids, or computerized instruction, the simplest way to individualize is to divide the learners into small groups. In this way a single instructor might be able to use four different approaches to meet the needs of four groups of five learners each.

There are other techniques which can be used effectively in adult career education. Discussion groups constitute an effective technique. "The real learning in any discussion group takes place in the discussion. It is imperative that leaders recognize that the discussion group is more than a technique or device to lend variety" (Neff and Minkhoff, 1972, p. 59). In a corrections setting, clients are learning from one another every day. This can be channeled into productive and constructive learning by the use of discussion groups. Careful planning is required: topics selected for discussion should be directly related to concerns and issues confronting the clients and should be specific and carefully defined.

The lecture can also be an effective technique. It is possible to learn from listening to others. However, it is essential for lectures to be carefully planned and used only when this approach would be the most effective way to accomplish a particular objective. Neff and Minkhoff (1972) suggest the following rules to enhance the use of lectures with adults:

1. Have a specific reason for using the lecture

2. Keep to the subject

3. Avoid talking over the heads of listeners

4. Combine the lecture with some of the following: question and answer periods, group discussions, demonstrations, illustrations and visual aids, buzz groups.

The panel can also be very effective in adult career education. This is a discussion by three to six people who sit around a table or in a semicircle and exchange views on some problem or issue. It allows the participants to engage in role-play or projective techniques. It allows the audience to get a new view of the subject as seen through the eyes of outside resource persons or as viewed by their peers. Panel members can direct questions to one another. Those on the panel should have more knowledge of the subject than the audience.

The panel is particularly useful in having resource persons from the community come to an institution to discuss a topic such as the current job market or making it in the free world. At the same time, a panel of ex-offenders can be very useful in helping incarcerated clients get a feeling of what it will be like, the problems they will face, and ways to cope when released. These are issues directly related to the goals of adult career education in corrections.

Role-playing is another effective technique, especially to provide exploratory experiences and to prepare for entry to the job market. Clients can role-play various job-seeking techniques and vicariously experience some of the obstacles which they will have to overcome upon release.

The designing of activities to implement the curriculum objectives for the institutional program of adult career education in a correctional institution is a critical element in the delivery system. In the final analysis, it is only through the interaction of learners with learning experiences that the objectives of adult career education can be achieved. The quality of learning experiences, and the way in which the experiences are presented are key factors in the success of the delivery system in an institutional setting. A basic assumption of the institutional component of the delivery system is that learning experiences implementing the adult career education objectives must be infused into the regular academic, vocational, and social education programs. Two publications which can be used to facilitate this task were published in 1974 by B'nai B'rith Career and Counseling Services (Hoffman, Greenfield, Bliss, Colker, & Tucker, 1974a, 1974b). In Explorations Part I (Hoffman, et al., 1974a), career development activities are presented which relate to reading, writing, oral communication, and critical thinking. These activities can either serve as examples, or, if relevant to the needs of corrections clients, can be used directly. Figure 12 illustrates the format of the activities presented in this publication.

Inter-City Job Comparison

SKILLS REINFORCED BY THIS ACTIVITY

Reading
Writing
Analytical Thinking
Economic Understanding
Research
Geography

PERFORMANCE OBJECTIVE

Students will compare opportunities for pursuing a chosen career in various cities by analyzing newspaper classified sections, advertisements, amusement notices, weather reports.

MATERIALS

- School letterhead stationery. (Newspaper publishers often provide complimentary issues for use in schools.)
- Stamps and envelopes
- Newspapers from specific cities
- Map of the United States
- N. W. Ayer and Son's Directory of Newspaper and Periodicals

CLASS TIME REQUIRED

Approximately four to five class sessions over a period of several weeks.

SUMMARY OF ACTIVITY

Following a discussion of local job opportunities, students may wish to place their findings in perspective by comparing local job situations with those in other parts of the country. To accomplish this, students should refer to a map of the United States and compile a list of cities with which they might like to make such comparisons. The list should include cities of disparate sizes, resources, and geographic make-up. Using N. W. Ayer and Son's Directory of Newspapers and Periodicals or another appropriate resource guide, the class should secure names and addresses of newspapers published in these areas.

Each student should be responsible for writing to one of the selected newspapers to request a recent copy of the newspaper. . . . Each student should select a particular career and trace the opportunities for pursuing this career in each of the cities. Career analysis efforts should include a comparison of classified advertisements based on: definition of occupation, work duties, work conditions, qualifications, credentials required, methods of job entry, personal attributes, advancement possibilities, employment outlook, potential personal rewards.

BY PRODUCTS OF SUGGESTED ACTIVITY

Expanded career awareness; practice in map skills; practice in library research; practice in letter writing; development of analytical skills

POTENTIAL POPULATIONS FOR UTILIZATION

GED students; adults in urban, suburban or rural areas; adults of varied ages, socio-economic, racial, or ethnic backgrounds.

Figure 12. Adult career education learning activity. (From Explorations Part I by F. E. Hoffman, P. O. Greenfield, C. A. Bliss, L. J. Colker, and T. S. Tucker. Washington: B'nai B'rith Career and Counseling Services, 1974, pp. 21-25.)

The development of the curriculum guides should be accomplished as a team effort by those who will be involved in the programs to be offered at the designated institution. In the delivery system model, the needed guides are identified and directions are given for developing a curriculum guide. In a separate addendum to the delivery system model, an abbreviated form of a curriculum guide should be presented as an example for curriculum development teams. In any situation where the plan for the adult career education system calls for delivery of the complete system outside the corrections setting, using only community programs and personnel, there is no need for curriculum guides to be developed.

A basic premise of the adult career education in corrections model is that career education learning experiences will be provided through the regular subject matter and guidance programs. By carefully relating the subject matter and guidance courses to careers, career education objectives will be achieved at the same time the subject matter objectives are being achieved. The relationship of all subjects to potential careers provides a natural vehicle for teaching mathematics, science, English, social studies, literature, as well as vocational and technical subjects. This infusion of career education concepts into the regular courses of basic education, GED preparation, social education, cultural education, and guidance provides an especially good vehicle for developing career awareness and for career exploration.

In the delivery system model, the function DESCRIBE METHODS/TECHNIQUES (6.2.2.1.3) is accomplished by giving recommendations for different kinds of methods and techniques and ways in which they can be used effectively in the institution. Each curriculum guide will list specific methods and techniques.

An example of the way in which career education is delivered through the mathematics course is illustrated in the units from the following excerpt from the Career-Related Mathematics Curriculum developed by Robbinsdale Area Schools, Minneapolis, Minnesota (Helling & Heck, 1972). The Robbinsdale approach is designed around the cluster concept, although the clusters used are not exactly the same ones in the U.S. Office of Education cluster design. An overview of the Robbinsdale cluster approach and part of the Sales unit are given on pages 165 to 172 to illustrate the way in which career education experiences and objectives can be infused into regular subject matter curricula.

In addition, Hill (1975a) presents a sample unit for an adult career education unit consisting of a set of learner objectives implementing the management objectives for the goal concerning social and civic responsibilities. This unit, designed for infusion into a communications skills course, has a number of objectives, specific methods and techniques, and hardware and software needed to provide the experiences designed to achieve the objectives. The unit can be used as a whole or in selected parts depending on the group of learners and the design of the instructor. This unit is presented on page 173. Following the presentation of sample units, the next step in developing the institutional program will be described. This involves developing and utilizing hardware and software and is described in (6.2.2.2).

Excerpts from
Career-Related Mathematics Curriculum
Robbinsdale Area Schools
Minneapolis, Minnesota

Materials

Cluster-Information: The materials that have been written as a part of this project are organized under the career cluster concept. A cluster is a broad category under which several related careers can be listed. Example: Sales Cluster has been designated cluster one and has six different career units . . . For each broad category or cluster, information has been gathered and will be published as a book apart from the career units themselves. This will allow the student to survey a cluster before he does any specific career units. . . .

Career Units: Each career unit will contain information relative to the career as well as problems relating to the specific math skills required. The units were written to give a personalized approach rather than a telling informational approach. Each unit will have built into it a math pretest, near the beginning of the unit, so that the student can see at the outset of the unit those math skills he may need to work on. . . .

Teacher's Guide: A teacher's guide will be available and will contain the answers to the pretests and the answers to all problems in the units.

PROCEDURE

The career units are meant to be used under an individualized approach to instruction. Each student should begin reading in the Career Cluster book. He should look through the list of clusters to find one of interest to him. After he has read the cluster information he may choose to work on one of the career units that are listed for the cluster. He should then go to the career kit and get a copy of the particular unit he wishes to work on. The student should work on the unit up through the pretest. After he has completed the pretest the student should check with the teacher for correction of the pretest. . . . It is at this point that a time limit for the completion of the unit should be agreed upon by the student and the teacher.

Each student should be required to keep a three-ringed notebook in which he will put the units that he has completed as well as the unit he is presently working on. This procedure will allow the teacher to check on the students regarding how much work they have completed as well as what they are presently working on. . . .

It is suggested that a teacher keep a file box of test items with . . . test items for each career unit. . . . These items can be given to the student when he has completed the unit.

LIST OF CAREER UNITS

I. **Sales**

1. Department store clerk
2. Service station attendant
3. Route salesman (truck)
4. Auto salesman
5. Cashier
6. Advertising

II. **Insurance**

Insurance salesman and claims adjuster

III. **Construction**

1. Carpenter
2. Electrician
3. Plumbing
4. Machine operation
5. Surveying

IV. **Medical and Health**

1. Lab assistant
2. Practical nurse and nurse's aide
3. Dental assistant
4. X-ray technician

V. **Secretarial and Clerical**

1. File clerk
2. Typist
3. Auto parts counterman
4. Receptionist and PBX operator

VI. **Mechanical Occupations**

1. Auto mechanic
2. Small appliance repair
3. Tool and die
4. Machinist (lathes, turrets)

VII. **Driving occupations**

1. Race car
2. Truck driver and long distance mover

VIII. **Personal Services**

1. Barber
2. Beautician

manager of learning experiences to be aware of both scope and sequence of career education. The scope refers to the depth and breadth of coverage of content and is defined by the major goal areas, This means there must be content relating to decision-making, employability, civic and social responsibilities, work attitudes and values, and self-fulfillment. The career education content also must be organized according to a sequence, or logical progression of experiences: awareness, exploration, skill development, placement, and follow-up.

Other research which is especially pertinent in this area is that done by Nielsen. Nielsen (1975a) emphasizes the need for each subject area and each support service to identify areas of career experiences within occupational families and to organize materials, methods, and techniques around career concepts. The cluster concept can be introduced into existing academic, vocational, social, cultural, recreational, and counseling programs; or the clusters can be the basis for organizing core curricula covering each cluster. The U.S. Office of Education has developed fifteen clusters:

Agri-business and natural resources

Business and office

Communications and media

Consumer and homemaking education

Construction

Environmental control

Fine arts and humanities

Health

Hospitality and recreation

Manufacturing

Marince science

Marketing and distribution

Personal services

Public services

Transportation

Each cluster is divided into a number of subclusters, which in turn, have been further divided into more specific areas. Every known job is supposed to fit into one of the clusters. Each cluster includes jobs at all levels, from entry level through skilled, technical, and professional jobs. The clusters are assumed to be relatively enduring. For example, it is assumed that for the foreseeable future this nation will be manufacturing, constructing, and transporting things as well as providing health services. Therefore, these clusters are apt to remain, even though individual jobs within the clusters may be phased out and new and emerging jobs will appear. The idea is that if a person has well-rounded training in the common core of a particular cluster, the flexibility for moving to another job within that cluster will be facilitated.

In the delivery system model, the function CONSIDER RESEARCH/ESTABLISH PRINCIPLES (6.2.2.1.1) is accomplished by referring to sources for obtaining relevant research results, and by briefly stating conclusions, recommendations, or principles which should be followed in adult career education curricula in general. The next step is to set forth the guidelines for defining curriculum objectives (6.2.2.1.2).

3. Child care
4. Stewardess
5. Interior decorator

IX. Performing Arts

1. Actors
2. Radio-TV announcer--disc jockey
3. Cameraman and photographer
4. Musicians
5. Small bands
6. Artist--commerical and regular

X. Government Jobs

1. Mailman
2. Policeman and dispatcher
3. Traffic control (auto, air)
4. Recreation and park
5. Game and forestry

XI. Utilities

1. Lineman
2. Telephone repairman

XII. Manufacturing and Supply

1. Warehousing and stocking
2. Inventory control

XIII. Printing and Publishing

Printing (typesetter, lay-out, press operator, set-up)

XIV. Related

1. Counseling personal finances
2. Use of calculator
3. Home management
4. Cost of running an auto
5. Computing take-home pay

CLUSTER ONE: SALES

When looking at a future career, it is always important to look at the characteristics one possesses. A person's likes and dislikes, his interests and personality, etc., should be considered when planning the future. If someone is thinking of a career in sales, it may be even more important to do this, for the future of a person in this field depends so much on the kind of person he is. Success in selling comes to people who seem to have personal characteristics which allow them to succeed.

Most goods that we have contact with go through three steps. They are produced, they are distributed, and they are used or consumed in some way. The whole middle step, distribution is what sales is really involved with. Sales is a huge field with 4.6 million people involved with it in some way. In this field of work, individuals are employed to sell everything there is to sell in many different kinds of businesses and in every part of the country (or world). The level of training varies with the job, and the income received for selling also varies with the job. The work appeals to and uses people of all ages. It is an occupation that has openings for almost every kind of person.

The most familiar sales job involves receiving money from someone who has already selected a piece of goods, such as a cashier or store clerk does. Training for this position is usually given on the job. An ability to do math calculations, pay attention to detail, and follow instructions is important; but an employer is possibly even more concerned with other characteristics of the individual. These would include having an interest in people and being poised when meeting the public, as well as having a pleasant personality and a well-groomed appearance.

Other types of sales jobs require the seller to go out and make his own contacts with potential buyers. These people need to be able to work without someone pushing them to do the job. This requires self-discipline and self-motivation. Customers seldom come to the salesman asking to have something sold to them. Some sales jobs require a great deal of training and a very thorough knowledge of the product to be sold, so that the seller can explain the product, tell or show how it works, and be convincing that the product is a good one. A computer salesman is an example of this kind of selling. His training may even involve some post-college education. Other jobs in selling may require on-the-job-training, a one or two-year training program at a technical, trade, or junior college or sometimes a four-year college degree.

The income received by sales people depends on many factors. A retail clerk, if just beginning a job, may earn $1.50 to $1.70 an hour, usually with regular advance in pay as experience is gained. Others may receive a regular salary plus commission, and their total pay is determined by the amount they sell. Some salesmen, such as the computer salesman mentioned above, may make only a few sales a year, but the sums of money involved are very large, and his salary and commission, if he receives one, are also large.

In the immediate future, to keep even with the number of salespeople now employed, 275,000 additional workers will be needed nationwide. These 275,000 will only replace those who quit working or retire. Others, of course, will be needed to replace those who move to other kinds of work.

The one characteristic most important in the sales field would be the personality of the individual. There are no selling jobs that do not involve dealing with other people. A pleasant person, able to get along well with people, will find many opportunities in this line of employment.

The movement of goods and supplies so as to meet the wants of people will always be required. Goods will always be sold and likely will be sold in even greater quantities as the years go by. The future of a career in sales does, however, depend more on the state of the economy than most other jobs do. During periods of increased spending by the buying public, promotions and pay increases come rapidly, but a sales person is also likely to be one of the first people to feel a tightening or slowdown in the economy. This occurs because people spend less, resulting in smaller commissions and fewer people being hired.

Most areas of sales now have national organizations or associations to which you can write to get more specific information. These are listed in the Occupational Outlook Handbook under the specific titles of different sales jobs.

If you are interested in a sales job, work through one or all of the following units in the job kit:

1-1 Department store clerk

1-2 Service Station Attendant

1-3 Route Salesman (Delivery Truck)

1-4 Auto Salesman

1-5 Cashier

1-6 Advertising

CLUSTER ONE: SALES

UNIT 1-1

Department Store Clerk

Millie is a girl who has decided to go into the retail sales field. She wants to be a department store clerk. While checking into this kind of work, she found that over three-fifths of the 3,000,000 retail salespersons are women. She also found that starting wages ranged from $1.50 to $1.70 an hour and that seemed to fit in with what her friends were earning in other jobs at this level. She did find that there are some disadvantages in being a clerk. Week-end work and extra hours during the time before holidays didn't appeal too much to Millie. She discovered, however, that most clerks received a discount on products purchased, that most get a commission on what they sell, and that there seemed to be a good future for the person who does well.

Millie now went to the local newspaper and found the following ad:

> We have several schedules for daytime and evening sales openings. No experience required, immediate openings. Apply Personnel Office.
> Dayton's Dept. Store

Millie called and arranged an appointment for an interview. Upon her arrival she was asked questions about her educational background and previous experience. Also, she had to take an employment test similar to the following. (Please take the following test; show all work on this paper. Check the results with your teacher before going any further).

Pretest for Department Store Clerk

Add

1. $ 7.89
   11.00
   10.99

2. $ 1.29
   .39
   27.50
   .79
   1.09

Subtract

3. $10.00
   7.97

4. $20.00
   16.50

Multiply

5. $6.49
   .13

6. $17.87
   6

7. 1/3 x 27.99

8. 25% of $24.50 is ________.

9. A 20 percent discount on $37.50 = ________.

10. Three items @ $3.27 is ________.

11. A good place to get additional information about specific jobs in the sales area would be

    a. a dictionary
    b. a college
    c. The Occupational Outlook Handbook
    d. an encyclopedia

12. The most likely starting pay that you would receive if you had no training in a sales job would be:

    a. $2.25 per hour
    b. $1.50 per hour
    c. $.85 per hour
    d. $1.00 per hour

Millie satisfactorily completed the interview and the pre-employment test and was conditionally hired. On her first day of employment, she was assigned to the bedding and linens department. There she was trained by the department supervisor. One of her first duties was to check the amount of cash on hand in the register. The register contained 1-$20, 3-$10, 6-$5, 15-$1, 10-$.25, 12-$.10, 25-$.05, and 5-$.01. The total amount in the register was (13) ________________. Does this seem to be a reasonable amount of cash for making change?

Soon after the store opened, a customer approached Millie wishing to make some purchases. She bought a pair of pillow cases @ $2.39 each and a set of matching top and bottom sheets at $6.50 per sheet. The customer's bill for the goods came to (14) _____________, and with three percent sales tax amounting to (15) _____________, her total bill was (16) ______________. She handed Millie two $10 bills and received (17) ______________ in change (pp.69-78).

. . . The unit continues, with problems involving selling of goods, computing of sales tax, credit for returned items, discounts, wages, overtime, deductions for state and federal taxes and social security, use of receipts, sales slips, and credit vouchers.

Career Education Unit for Communications Skills*

Reading Level 9

Concepts:
1. Self understanding and acceptance are necessary for a well-balanced individual.
2. Individuals differ in interests, abilities, attitudes.
3. There is a wide variety of occupations.
4. Introduction of various occupations is important.
5. Education and work are interrelated.

OBJECTIVES	METHODS/TECHNIQUES	HARDWARE/SOFTWARE	EVALUATION
1. The student will be aware of the wide variety of occupations in the television industry.	1. Have students watch the "credits" portion of news, variety, dramatic, etc. shows to identify types of jobs involved in presenting those programs.	TV Works Like This, Jeanne Benedick, Benedick, (621.388)	Evaluations will be made on the following activities: #3, #4, #5, #7, and #10.
2. The student will be familiar with terminology used in the broadcasting industry.	2. Have a TV personality visit the class to discuss his role, the roles of "behind the scenes" workers, and his use of communication skills in his work. This discussion could take the form of a panel discussion.	Careers in Television, National Association of Broadcasters, 1970, VF Job Opportunities in Television, National Broad-Casting Company, VF	
3. The student will discuss in essay form the characteristics of one performing career and one non-performing career in television.	3. Have students select one job in each area (performing, non-performing), explore it, and write a two page composition on each using the following data: a. qualifications b. preperation c. opportunities d. work responsibilities e. communication skills	Occupational Outlook Handbook Quest Activities Dizard, Wilson, P., TV A World View, (384.554)	
4. The student will recognize and develop interpretive and communicative skills necessary to prepare effective television programming.	4. Have students orally evaluate the various means of communication (verbal, non-verbal) and their impact utilized by the performing artist by studying various television programs with and without the sound.	Gross, Ben, I Looked & I Listened, (791.4)	

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*Reprinted from "A Career Education Curriculum," by L. R. Hill in T. A. Ryan (Ed.), Perspectives for Career Education in Corrections. Honolulu: University of Hawaii, 1975, p. 336.

DEVELOP/UTILIZE HARDWARE/SOFTWARE (6.2.2.2). Hardware and software are important elements in the adult career education program. Hardware is the vehicle by which information is communicated. Software is the material that contains the information. Hardware is further described by Ryan, Clark, Hinders, Keeney, Oresic, Orrell, Sessions, Streed, and Wells (1975) as: "The equipment used in an educational program, including machines, physical equipment, and audio-visual devices that perform a physical function in the presentation of educational software" (p. 264). Hinders (1975) describes hardware in functional terms as "the non-expendable mechanical or electronic devices necessary to transmit information in a form which can be received and reacted to by the student" (p. 379). Ryan, et al. (1975) describe software as:

> Teaching materials and supplies, including various media that require hardware for presentation such as films, tapes, slides, loops, cassettes, and records; and those that do not require hardware such as texts, workbooks, models, blackboards, maps, graphs, posters, and magazines. (p. 273)

An important part of the program implementation is the selection and use of hardware and software. This function is separate from, but closely related to the development of the curriculum guide. The guides will include information on the kinds of hardware and software to be used, and the way in which hardware and software will interface with methods and techniques. The mutually reciprocal relationship between the development of the curriculum guides and the selection and use of hardware and software is shown in the flowchart model by the interacting signal paths between (6.2.2.1) and (6.2.2.2).

Hinders (1975) has described the benefits to be derived from proper utilization of hardware and software to support adult career education in corrections:

> The hardware/software and facilities in a correctional setting must provide learners individuality, esteem, open entry, and hope. They must allow for differences in learning style and rate. The sequence and structure of the software . . . decreases the chance for failure, and the self-correction aspects can give the learner immediate . . . feedback. Scheduling requirements are reduced, permitting learners to start and finish segments of programs at any point in the calendar year. The hardware/software and facilities in a correctional setting can also be used to develop skills that are in tune with today's labor market in a relatively short period of time. The inmate can then leave the institution with the possibility of maintaining a satisfying place in the working world. (pp. 380-381)

Use of hardware and software in providing learning experiences to support adult career education can be very effective in a correctional institution where it frequently is not possible to have direct hands-on experiences. However, the potential for using hardware and software to accomplish adult career education objectives is limited to the extent that care is taken in selection of materials and equipment.

Nearly everything printed should be considered as having possible value in an adult program. Adult career education can make good use of materials such as mail order catalogues, applicance owner manuals, employment application forms,or income tax forms. In considering materials for possible use in the adult career education program, the first step is to see that the materials are relevant to the program. After this has been decided, then those items which are relevant can be evaluated. Before checking against criteria for evaluation of curriculum materials, the following considerations should be made:

1. Is the material appropriate in terms of the experiential background of the majority of learners? For example, are the learners non-English speaking?

2. Is the material related to the program objectives?

3. Is the material appropriate in terms of the background and training of the persons who will be carrying out the instruction or guidance function?

After items have been eliminated which do not pass the initial screening test, then the remaining materials can be checked against evaluative criteria. Neff and Minkhoff (1972) have suggested four criteria for evaluating content:

1. The topic should discuss adult concerns. Topics may be controversial--such as war, taxes, peace, child-rearing, abortion, religion--but they must be relevant for adults.

2. The topic should be of current interest. Concerns such as employment, housing, social security, unions, and family should be covered.

3. The subject matter should contribute to developing ability for coping with the environment.

4. The materials should present vital, true, and meaningful life styles of different ethnic groups.

In addition to the nature of the content, each item should be checked against the following criteria before selection is made:

1. The reading level should be appropriate to the individual learner. This can be determined by using a readability index on the material.

2. The materials should be of good quality, with an interesting as well as practical format. Printed items should be checked for size of print, and fine printing should be avoided.

3. The cost should be within the budget limitations.

4. The items should be readily available (Neff & Minkhoff, 1972).

Frank (1975b) lists also criteria for evaluation of materials:

1. The subject matter must be oriented to adult interests and experiences.

2. The physical format must be appropriate for an adult user.

3. The material must deal with real-life situations, such as homemaking, earning a living, consumption of goods and services, personal and social problems.

4. The material must convey sound and worthwhile information.

5. The material must seek to produce positive effects, such as building a positive self-image or stimulating self-improvement.

6. The material must be relevant to the reality perceptions, lifestyle, and social situations of the adult client.

7. The style of presentation must be straightforward, simple, and clear.

8. The material must fit the development skills level of the clients.

9. The material should contain self-pacing devices that recognize individual differences and allow for satisfaction from achievement.

10. The material should lend itself to individualized application.

11. The material including aids, such as teacher and student guides, workbooks, and worksheets should be readily available at reasonable cost.

Selection of hardware and software is just the first step. The best possible materials will be of little worth unless used effectively. It is important for staff to be especially trained to use hardware and software for delivering adult career education to clients in corrections. This calls for continuing training as new hardware and software are incorporated into the delivery system. There must be "trained specialists to creatively and effectively use the equipment" (Frank, 1975b, p. 402).

Materials must be evaluated and assigned for use at the appropriate skill level. Career education materials must be carefully and systematically related to other materials, and integrated with subject matter conduct. Workbooks, worksheets, graphics, and guides should be used whenever possible. There must be "communication among those whose cooperation is essential if the full potential of audiovisuals is to be realized . . . educators, communicators and correctional officials" (Frank, 1975b, p. 403).

The importance of systematic, planned utilization of hardware and software to deliver adult career education to corrections clients has been pointed up by corrections personnel as well as media specialists. Frank (1975b) stresses the potential for use of hardware and software to help develop career awareness and provide opportunities for career exploration by his observation that graphic pictures of what might be available to clients upon release can be depicted realistically through audiovisuals.

Frank (1975b) also makes the point that it is not enough to talk about jobs, write about jobs, or even teach about jobs with a hands-on approach. For all practical purposes this still will not really give the clients a clear picture of what the work environment will be like, the kinds of people they will be working beside, or the community into which they will be moving. The planned use of audiovisuals can do these things, particularly if Frank's (1975b) admonition is heeded:

> It is absolutely essential to be realistic and not just idealistic. The bad and the tough must be shown with the good and the soft. A careful balance of reality and actuality; the troubles and problems a returnee can face must be shown along with that possibility of a brighter tomorrow. (p. 402)

Through the use of carefully prepared audiovisuals, it is possible to show the clients what they can expect. Frank (1975b) continues:

> Most media producers have a tendency to take the prettiest pictures; to show the best working conditions; the ideal setting. The depictions of the "average" family or father, the "typical" teenager or office worker can be and have been very misleading, to say the least. A look at some of the more popular "typical" and "average" TV series in past years can attest to this: "Julia," "Father Knows Best," "My Three Sons." They are about as far removed from reality . . . as anything can be. (p. 402)

Record players, audio tape, slides, filmstrips, photographs, newspapers, magazines--even the telephone--can play important roles in bringing reality and practicality to the corrections setting. They can supplement and enrich the learning process. The ideal is to create new systems that satisfy the special needs of clients in each setting, but the first step must be to begin by using those systems presently available. For example, TV and radio programs which are regularly broadcast on commercial and public stations can be valuable teaching tools serving as springboards for a discussion of careers, and helping in examining attitudes toward work: daytime soap operas can stimulate discussions about human relations problems.

In evaluating and selecting hardware and software for an adult career education program for corrections, it is important to keep in mind the need for a wide variety of hardware and software to meet client needs. A description of general types of hardware and software follows.

Filmstrips are usually produced on standard 35mm film. The filmstrip can be black and white, or color. Slide-films have no sound track, but can be synchronized with phonograph records or tape recordings.

Cassette tapes are inexpensive and convenient. The advantage of filmstrips over motion pictures is that they are less expensive and the rate of presentation can be directly controlled by the instructor or learner. It is possible to advance rapidly, bypass, reverse, or stop to concentrate on a particular point.

Slides are among the most flexible media systems available. They are inexpensive to produce and easy to revise. Sound can be added through use of a phonograph record or tape recorder. Slides can be viewed by means of a 35mm projector or viewer.

Films dealing with nearly every aspect of adult and vocational education are available. A wide range of career education films is available. Films are flexible. An entire film can be shown uninterrupted, or the film can be broken into logical learning units either by "stopping and re-starting the projector or actually 'clipping' the film into short single-concept sequences" (Curl, 1972, p. 182). Films are available on conventional reels or in self-contained cartridges; the cartridges are very useful for individualized instruction. Films come in black and white or color, and with or without a sound track. The most common formats are 16mm and 8mm.

To be sure that the optimum value is obtained from films, it is important to be familiar with both the hardware and the software, and to control the conditions under which presentation will be made. Lighting conditions are important; in cases where the room cannot be darkened, the image may be improved by placing the screen in a corner facing away from windows.

Reynolds (1972) has pointed out the special advantages of using the overhead projector for vocational education:

> A great many vocational and industrial arts subjects deal with technically involved data. Overhead projection has proven extremely valuable in communicating to students complex facts and problems. The fact that an overhead projector can show a large, clear image has been shown to be of great value to an instructor attempting to explain the workings of an internal combusion engine, or lathe. It is both possible and easy, with a transparency, to show a cross section of an engine. (p. 202)

Another advantage of using the overhead for career education is that it can be used directly in shop areas and permits reinforcement or relearning. With the overhead projector, it is possible to present visuals without darkening the room. The points can be presented and emphasized one at a time. It avoids having the instructor turn his or her back on the learners. Other advantages are that there is no limit to the variety of visuals which can be made or purchased, and there is great flexibility in arranging sequences of visuals.

Audio recorders and video tape recorders can be used to advantage to help clients of corrections achieve all five adult career education goals: employability skills, decision-making, civic and social responsibilities, work attitudes and values, and self-fulfillment.

Slide projectors are available in a variety of models accommodating different slide sizes: 2 x 2, 2-1/4 x 2-1/4, 3-1/4 x 4. The simplest type is the manually operated projector which holds one slide and projects one slide. Cartridge projectors hold a number of slides in one container. The cartridges, either box or circular, are convenient for holding a set of slides in proper order.

Filmstrip projectors are similar to the manual slide projectors. The basic differences between the two are "the type of software to be used with the machine and the carrier used to bring the picture before the lens" (Reynolds, 1972, p. 207). Individual filmstrip projectors can be used effectively in the learning laboratory for individualized instruction.

Record players can accommodate records that are 7", 10", and 12" and provide for different speeds: 78 rpm, 45 rpm, or 33-1/3 rpm. Records are available with narration and music. There also are record-slide or record-filmstrip media modules which are available commercially.

Audio tape, cartridge, and cassette recorders are of great use in adult career education. There is great variety of commerically prepared materials on cassettes or audio tapes for use in conjunction with synchronized filmstrips or slides.

The use of programmed instruction offers a great opportunity for applying basic principles of learning. Clark (1970), in referring to the use of programmed materials for offenders, pointed out:

> Programmed instruction has been called "infinite consideration for the learner." . . . Research conducted thus far supports the contention that good programs, carefully developed and properly administered, can significantly improve the quality and economy of instruction.
>
> The advantages of programmed instruction outweigh its disadvantages. (p. 80)

Hinders (1975) comments that "the use of programmed materials is only one phase of a career education program. It is one of the ways to make the program individualized, alive, and unique from the fact-gathering process of past educational experiences" (p. 380). Programmed materials can help to individualize instruction. Programmed instruction involves the learner in the process, gives continuous feedback, provides opportunities for success. There are over 2,000 programs listed in Programmed Learning: A Bibliography of Programs and Presentation Devices (Hendershot, 1967). Most of the programmed materials can be used in adult career education.

Weinhold (1972) describes a version of computer assisted instruction which has relevance for adult career education in corrections. The computer is simply an electronic teaching machine which stores programmed material and gives it to the learner step by step. It tells the learner immediately whether or not a response is correct. When a learning difficulty arises it switches the student to another series of steps to resolve the difficulty. It is individualized instruction provided by a sophisticated piece of electronic equipment.

The computer is useful in adult career education to help learners solve simulated problem situations. The computer gives facts about a situation which can occur in real life. The learner makes a decision based on these facts and feeds it back to the computer, which then provides new facts based on the decision. The person develops another plan, based on the new facts. Games of this kind are very useful in career education, and they help to develop decision-making capabilities.

The delivery of adult career education to clients of corrections requires utilization of appropriate materials which relate to the goals and objectives of the delivery system. Good materials are available from many sources which need to be known by all involved staff. One good source is the Cooperative Extension Services which operate in conjunction with colleges and universities. A wide range of excellent pamphlets and bulletins relevant to career education are available. In addition, "Most rural weekly newspapers are written at a very low vocabulary and comprehension level--usually 4th to 6th grade equivalency" (Frank, 1975b, p. 406), and can be used to support career education.

The National Multi-Media Materials Center for Adult Basic Education has been established at Montclair State College, New Jersey, with a media center located at Federal City College, Washington, D. C. This center can be of value in locating and assessing the value of career education materials in a variety of fields. The center lists bibliographies as well as basic source materials.

Based on a card retrieval system and abstract service, a set of locator cards and abstracts is on file in the office of each State Director of Adult Education, in the office of each Adult Education Regional Program Officer, and at some selected universities. Catalogs and service information also are available.

It is important to be familiar with adult career education materials and equipment that are on the market, as well as sources of commercial producers of materials and equipment. There are many excellent systems on the market which can be used in implementing adult vocational education curricula in a correctional institution, for example:

1. The Singer Vocational Evaluation System which consists of a series of two work stations designed to allow clients the opportunity to handle tools and perform the basic operations of many trades. The system evaluates skills and interests for more than 1,000 occupational skill titles.

2. The Ken Cook Transnational Corporation which produces a variety of teaching systems.

3. The Jewish Employment and Vocational Service which produces a non-verbal diagnostic tool utilization unit, with 28 tasks involving handling, inspecting, manipulation, routine checking, and classifying.

Hinders (1975) gives the following list of specific hardware and software that may be helpful in implementing the adult career education program in corrections:

1001 Top Jobs for High School Graduates
Bantam Books, Inc.
271 Madison Avenue
New York, New York 10016

This pocketbook lists the duties of the job, where the job is found, the future of the job, the qualifications and training necessary, possible advancement, pay and benefits, working conditions associated with the job, and the role the unions play in it.

Careerdex
Career Associates
Post Office Box 505
Lansdale, Pennsylvania 19446

Careerdex is a unique guide to career information pamphlets. It consists of 1000 reference cards mounted on a desk top card file. Each card gives a job title, the name of a career information pamphlet, and the address a student or counselor can write to for the pamphlet.

Creating Your Future
Education Achievement Corporation
Post Office Box 7310
Waco, Texas 76710

This is an audio-visual packet directed to readiness skills, career planning, and career re-education. The system's thirty lessons are presented on cassette tapes. Built into the system is learner involvement with planning for his future.

The World of Work
Educational Design, Inc.
47 West 13th Street
New York, New York 10011

The World of Work is a series of taped lessons concerning locating and keeping a job. The learner is involved with preparing fact sheets and application forms, small group discussions, and written responses to working situations.

Preparing for the Jobs of the '70's
Guidance Associates
Harcourt Brace and World
Pleasantville, New York 10570

This is a filmstrip and record presentation of career fields. The purpose is to stimulate thought and discussion of career education.

The Nightingale-Conant Casetpak Program
Nightingale-Conant Corporation
6677 North Lincoln Avenue
Chicago, Illinois 60645

This is a series of cassette tapes geared at positive motivation and self-actualization. The value lies in the adult approach and the flexibility of the program. (pp. 383-384)

In order to make decisions which will enhance the learning climate for a student, the instructor must have a resource bank from which he or she can prescribe the most appropriate learning tasks to an individual learner. A wide variety of teacher-made and commercially-prepared materials will be needed in order to proceed with individually prescribed instruction, and teacher competencies and behaviors will need to be altered from that typically exhibited where lecture, assigned readings, review, and testing are employed.

Learning activities require materials. It is important to be able to identify materials which can be used to create educational learning activities. B'nai B'rith Career and Counseling Services has published a 430-page compendium of resources for adult career education (Hoffman, Greenfield, Bliss, Colker, & Tucker, 1974c). Career materials published and produced between 1969 and 1974 form the body of the Resources publication. The materials reviewed in Resources (Hoffman, et al., 1974c) are organized by occupational field. The categories are linked to the U. S. Office of Education career clusters. The following information is included in each abstract:

Catalog Number: Each abstract is categorically classified according to the cataloging system of the book.
Title: Includes subtitles or identifying numbers.
Author: Listed if given.
Date: Publication or production date, when available.
Price: Cost, single copy free, no charge, or rental charge given.
Media: Applies only to audio-visual materials to differentiate between film, filmstrips, slides, cassettes, videotapes, or other.
Time: Length of audio visual materials.
Pages: Length of printed materials.
Reading Level: I - Grades 1-8
II - Grades 9-12
III - Grades 12+

Source: Includes name and address of the source to facilitate requesting materials.
Abstract: Notes areas of information covered in the publication or material. This information may include description of work duties, work settings and conditions, qualifications and preparation, credentials required, methods of job entrance, personal attributes, and advancement possibilities, employment outlook, income level, other potential personal rewards, history of the occupation, its importance to the community, and advantages and disadvantages of the career. Style, quality, and effectiveness are also considered. Additional information sources, audience, and other pertinent information are noted.

Samples of printed and audio-visual career information presented in Resources are given in Figures 13 and 14, respectively.

16.205 TITLE: Local Bus Drivers
DATE: 1974 PAGES: 4
PRICE: $.49 READING LEVEL: II
SOURCE: Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Lucid presentation of qualifications, duties, and work conditions of a bus driver. History, entrance methods, means of promotion, salary, unions and employment outlook included. Mentions employment possibilities for women.

Figure 13. Sample review of printed career information. (From Resources: Recommendations for Adult Career Resources by F. E. Hoffman, P. O. Greenfield, C. A. Bliss, L. J. Colker, and T. S. Tucker. Washington: B'nai B'rith Career and Counseling Services, 1974c, p. 4).

05.[illegible]45 TITLE: Photgraphy Is
MEDIA: Slides PRICE: $10.00 rental
DATE: 1969 TIME: 8 minutes
SOURCE: Eastman Kodak Co.
Professional, Commercial and Industrial Markets Division
Rochester, New York 14650

Slide series introduces careers in professional and commerical photography. Enhancing graphics and sound depicts the duties and responsibilities of the two career fields. Series appeals to those of all educational levels. Fields represented offer good growth potential for a lifetime career.

Figure 14. Sample review of audio-visual career information. (From Resources: Recommendations for Adult Career Resources by F. E. Hoffman, P. O. Greenfield, C. A. Bliss, L. J. Colker, and T. S. Tucker. Washington: B'nai B'rith Career and Counseling Services, 1974c, p. 5).

Frank (1975b) has suggested the following references which would be useful in developing multimedia programs:

Audio Visual Instruction: Media and Methods by Brown,
Lewis and Harcleroad
McGraw Hill
New York, New York

Audio Visual Marketplace
Bowker Publications
P. O. Box 2017
Ann Arbor, Michigan 48106

Audio Visual Methods in Teaching by Edgar Dale
Dryden Press
New York, New York

Developing Multi Media Libraries by Warren B. Hicks
R. R. Bowker Co.
New York, New York

Educational Broadcasting Magazine
825 S. Barrington Avenue
Los Angeles, California 90049

Educational and Industrial Television Magazine
607 Main Street
Ridgefield, Connecticut 06877

Educational/Instructional Broadcasting Magazine
647 N. Sepulveda Boulevard
Los Angeles, California 90049

Educational Television Magazine
607 Main Street
Ridgefield, Connecticut 06877

Standards for School Media Program
National Education Association
Washington, D. C.

Teaching and Media: A Systematic Approach by Gerlach and Ely
Prentice Hall
Englewood Cliffs, New Jersey

The Teacher and Overhead Projection by Morton J. Schultz
Prentice Hall
Englewood Cliffs, New Jersey

The Audio Visual Directory
The National Audio Visual Association
Evanston, Illinois

Hinders (1975) gives a number of sources of information concerning procurement of materials to support the adult career education program.

> Perhaps the most ready source is a local supplier of school supplies. . . . State departments of education often provide information on educational systems. There are non-profit groups that publish material evaluation guides. The major national industrial associations will usually have an education and training committee which will provide information on the availability of training material in their field. The U. S. Department of Health, Education, and Welfare publishes an annotated curriculum materials list for trade and industrial education. (p. 383)

No matter what types of hardware and software are selected, the development of materials to be used in implementing the curriculum guide usually is the task of the staff person or teacher responsible for providing the day-to-day activities. Developing materials or purchasing commercially produced materials and equipment should be undertaken with great care. Frank (1975a) cautions: "The first step in developing any useful materials system is to determine what is already in house. Resist the urge to buy something new until you are sure you are using to best advantage what is already available" (p. 514).

Hardware and software systems must be set up to deliver adult career education in two ways: (a) independently through career education learning centers, and (b) in conjunction with regularly offered programs, such as adult basic education, GED, or vocational training.

The career education learning center should provide an environement conducive to learning and should contain a variety of selected hardware and software. A good adult career education learning center in the correctional setting

> is not just a formal area with tables, chairs, shelves, viewing rooms, and carrels. It should . . . include informal areas; a kitchen, a living room, comfortable study areas with upholstered furniture groupings, small rooms with easy chairs, and study areas for individual work. (Frank, 1975b, p. 405)

It should also include mobile units that can take career education materials to the client. The career education learning center should include:

> teaching machines, computer assisted units, helical scan TV record and playback systems, audio and visual cassettes, overhead projectors, audio tape recorders, slide projectors, books, magazines, film strips, charts, posters, maps, newspapers, catalogs, phonographs, comic books, and art materials. (Frank, 1975b, p. 404)

> A learning resource center should be the core facility of any penal education program. It provides the most efficient use of space, frees teachers from repetitive instruction, permits programming to meet the individual learning patterns of students, allows more flexibility in the use of materials, presents materials selected to meet specific needs in exactly the same manner and form consistently, and permits updating at a relatively low cost. (Hinders, 1975, p. 379)

A learning laboratory enables adult learners to engage in a highly individualized approach to learning. This is a unique environment which is characterized by an assemblage of self-instructional programs, a varied curriculum, flexible scheduling, and self-management by objectives. The materials are largely in programmed or other self-instructional formats, presented directly as software or through related hardware such as teaching machines. The learner should be able to enter at any time, study at his or her own pace on content areas suited to his or her needs. In order to support adult career education, the curriculum in the learning laboratory should include the following:

1. Adult basic education in subject matter areas for adults with less than an eighth grade achievement level. The subject matter modules must be oriented to career development, focused on the career education goals, and able to develop self- and career awareness.

2. GED preparation for clients with an eighth grade achievement level who are lacking a high school diploma. The curriculum must be oriented to career development, with the content organized around career concepts. Upon completion of the course, the learner should not only be able to pass a GED test, but more important, should be able to demonstrate achievement of adult career education objectives and an enhanced self- and career achievement.

3. Pre-vocational training and vocational-technical related instruction.

4. Supportive instruction to accompany apprenticeship programs.

5. Pre-college studies, such as reading improvement and study skills.

It is important that the learning laboratory provide a balanced approach, including the use of group instruction and individualized learning. A variety of techniques should be used including simulation games, programmed instruction, guest lectures, and demonstrations. The learning laboratory should be managed by a coordinator who functions in a manner different from that of a traditional classroom teacher. The learning laboratory coordinator's role involves managing the learning experiences of the adult learners. It is desirable to have assistance from other professionals or auxiliary aides. The following duties of a learning laboratory coordinator have been identified by Peters (1971):

1. General supervision of laboratory operation.
2. Periodic evaluation of learner progress.
3. Counseling of learners.
4. Selection and maintenance of software and hardware.
5. Recruiting of new learners.
6. Maintenance of relations with other agencies.
7. Supervision of auxiliary aides or other professionals.
8. Training of aides and professionals.
9. Interviewing, orienting, and placing learners in appropriate programs.
10. Keeping records for reporting to agencies and learners.
11. Planning and monitoring programs and learning activities.
12. Conducting periodic group instruction.

The guide for establishing the learning laboratory in White Plains, New York (Lethbridge, Kacandes, & Serrao, 1969) provides a detailed description of the procedures involved in organizing and operating a learning laboratory. The procedures outlined in this guide can be followed advantageously when establishing an adult career education learning laboratory in a correctional institution. Essentially this would involve specifying the objectives to be achieved through the laboratory experiences, and developing or obtaining commercially-programmed and self-directed instructional materials to implement the objectives. Before the laboratory can begin to function and in addition to obtaining and organizing the materials, it also is necessary to prepare learner records, arrange hardware, software, furniture and equipment in the laboratory (Church, 1970). In addition, in-take procedures must be established which includes identification of the role to be played by a career counselor, the setting up of a testing program, screening for auditory and visual deficiencies, and determining the role of auxiliary [illegible]. The schedule for the laboratory experiences must be developed, [illegible] training of professional and volunteer staffs must be provided. [illegible]er these preliminary steps have been completed, then instruction can begin. This involves the planning of individualized learning for each individual, reinforcing the instructional sequence, evaluating with each learner the degree and amount of progress, and re-programming on an individual basis.

The career education learning center should devote one section to reference materials which can be used in creating experiences to develop career awareness, provide career exploration, and develop employability skills. Frank (1975b) presents a listing of annotated and consolidated bibliographies which would be useful as resource materials:

Berdrow, J. (Comp.). Bibliography: Curriculum Materials for Adult Basic Education. Springfield, Illinois: Office of the Superintendent of Public Instruction, Department of Adult Education, n.d., 37 p.

A curriculum materials guide intended mainly for teachers and administrators. Arranged by the typical program subject areas, first by materials for instructional use and then by materials for supplementary use. Films, filmstrips, and other useful hardware are also listed.

Lander, M. (Comp.). Bibliography of Free and Inexpensive Materials for Use in Adult Basic Education Classes (Vol. I). Union, New Jersey: Adult Education Resource Center, Newark State College, n.d., 8 p.

Intended for comprehensive use in Skills, Training, High School Equivalency and GED classes and includes material at all levels of performance. Entries are arranged by title under 8 subject headings. Very brief annotations and no definite stipulations of the readability level of each item. Heavy on pamphlets and government publications.

National University Extension Association. Bibliography: Materials for the Adult Basic Education Student. Washington: U. S. Office of Education, Adult Education Branch, 1968, 129 p.

This list is strictly confined to adult-oriented materials. It is arranged under six inclusive categories: Communications' Skills, Computation Skills, Social Studies, World of Work, Individual and Family Development, Materials for Spanish Speaking. The first three skills' sections are divided into programmed and combination programmed/non-programmed media. A useful summary of programmed instruction techniques and a set of succinctly stated criteria for selection of materials are included. The annotations stress application to instructional needs.

National University Extension Association. Educational Technology: Preparation and Use in Adult Basic Education Programs. Washington: U. S. Office of Education, Adult Education Branch, 1967, 86 p.

Manual to guide administrators and instructors on the application of new hardware in learning situations. Covers general discussion of role and training technicians in use of the technologies and then gives a detailed description of several media: Video and Audio Tape Recording, Programmed Learning, Teaching Machines, CAI, etc., 8mm movie film and film loops, overhead projectors, telelectures, etc. A comprehensive bibliography covering various phases of educational technology concludes the presentation.

New Jersey Library Association Human Relations Committee. Library Service to the Disadvantaged: A Selected List, Revised. Trenton, New Jersey: New Jersey State Library, Public and School Library Service Bureau, 1969.

Lists books, pamphlets and periodical articles on this subject. The list is divided into sections 1) What has been done, 2) What can and needs to be done, 3) What can be used, and 4) To gain understanding, Annotated to indicate the relevance and utility of the material to this problem.

Ohio State Library. Books/Jobs Project, Core List and Supplementary List. Columbus: Ohio State Library, 1968, 13 p.

A broad, but selective list of printed and audiovisual materials in the fields of human relations, vocational information, and basic education. Arranged by author under those headings. Annotations briefly describe content and usually designate the proper reading level and also distinguishes background items suitable for professional training.

Utah State Board of Education Adult Education Services. Adult Basic Education Instructional Materials Guide. Salt Lake City: Utah State Board of Education Adult Education Services, 1969.

A comprehensive guide to a broad variety of adult basic education materials including audiovisual instructional units.

Watt, L. B., & Murphy, S. B. (Comp.). ABE: A Bibliography from the Educational Materials Center. Washington: U. S. Department of Health, Education and Welfare, Bureau of Research, 14 p.

An abbreviated, selective bibliography largely devoted to the instructional texts series in combined and eight single curriculum areas. Minimal annotation but full bibliographic description. Single curricular fields are: English Language and Literature, Guidance Services, Health, Industrial Arts and Vocational Education, Mathematics, Religion, Science and Social Studies.

Wyoming State Department of Education, Division of Vocational-Technical Education. Adult Basic Education: A Bibliography of Materials. Cheyenne: Department of Education, n.d., 164 p. (Reproduction of a bibliography prepared by the Kalamazoo, Michigan Public Library Adult Reading Center, M. Spencer (ed.)).

An annotated bibliography of curriculum materials, machines, equipment and professional guidance literature designed for instructors and students. Arranged into 38 sections by curricular subject area, media form, program function. An author, title and publisher index to contents is provided. Useful because of the comprehensive range of its coverage.

The RFD Bibliography. Madison, Wisconsin: RFD, P. O. Box 5421.

Annotated with limited judgments made regarding usefulness of materials in relation to RFD project specifically. While these judgments may not be especially relevant to your own situation, there may be some value in reading them and using them once you have some idea of their broad content. (pp. 407-409)

Each career education learning center should also provide access to a core of basic books concerned with career education. Frank (1975b) recommends the following:

1. Sears Roebuck or Montgomery Ward catalogs (to provide exercises in filling out forms, mathematics, reading, comprehension, vocabulary, and identification of information).

2. Career Education: What It Is and How To Do It (2nd ed.) by K. Hoyt, R. Evans, E. Mackin, and G. Mangum. Available from the Olympus Publishing Company, Salt Lake City, Utah.

3. Contemporary Concepts in Vocational Education: First Yearbook of the American Vocational Association, edited by G. Law. Available from the American Vocational Association, Washington, D. C.

4. Work in America: Report of a Special Task Force to the Secretary of Health, Education, and Welfare. Available upon request from the Department of Health, Education, and Welfare, Washington, D. C.

5. The following publications are published by the U. S. Department of Labor, and are available from the U. S. Government Printing Office, Washington, D. C.:

   a. Manpower Magazine, $5.50/yr.
   b. Monthly Labor Review, $9.00/yr.
   c. Occupational Outlook Handbook, $6.25
   d. Occupational Outlook Quarterly, $1.50/yr.

In the delivery system model, the function DEVELOP/UTILIZE HARDWARE/SOFTWARE (6.2.2.2) is accomplished by listing the hardware and software which will be required for the program. The list should include an inventory of on-hand or available adult career education materials and equipment as well as additional materials or equipment which must be purchased or developed by users of each particular curriculum guide.

A description should be given of how the hardware/software system will be set up; for example, what will be included in a learning center as well as how it will be organized. This function, (6.2.2.2), completes the description of developing the institutional program. In (6.2.3) community program development will be described.

DEVELOP COMMUNITY PROGRAM (6.2.3)

Adult career education is a cooperative endeavor of corrections and the community. To as great an extent as possible, the program should be delivered in the community. To accomplish this a community program must be developed. This means the resources in the community which can be used to support the adult career education goals must be identified, and the participation of community agencies and groups must be arranged. An effective way to achieve an organized community program as part of the total adult career education delivery system is through the use of a team or steering committee which is composed of members from both corrections and the community.

The importance of developing a community program is evident in an observation by McCollum (1973):

> Even under the best of circumstances, it will not be possible to meet all education and training needs inside the institution. Cost-effective as well as "treatment" considerations militate toward providing increasing study release opportunities to inmate students. (p. 35)

Sessions (1975) states that "the community and correctional institutions can work together in a meaningful way only if they perceive themselves to be in a symbiotic relationship" (p. 294). This is illustrated by Sessions' (1975) description of a program which operated in Chesapeake, Virginia with active participation of the AFL-CIO to provide important elements of adult career education to clients in a city jail setting:

> The City of Chesapeake obtained federal grants to establish an Educational Media Center in the city jail and to develop a counseling and orientation program for inmates . . . (and) a work release program which allows inmates freedom to work at steady jobs on weekdays while serving out jail terms or fines . . . .
>
> Benefits to the inmates are more than matched by benefits to the community. Participants in the program have been able to work steadily at wages ranging from $1.60 to $4.00 an hour. Their earnings have enabled them to pay off their family and other financial obligations and to obtain quicker release from jail by paying off their court imposed fines. In many cases participants, upon their release, have a substantial amount of money saved from their earnings with which to make a fresh start in life. Many of the participants after their release have continued to work permanently at the jobs to which they

> were assigned during their work release experience. They have had the benefit of expert and sympathetic counseling which has enabled a substantial number of them to re-evaluate and modify their life styles.
>
> Participants in the Chesapeake work release program have been assigned to jobs in shipyards, construction, automotive repairs, and many other enterprises. Although they have worked for both union and non-union firms, the majority of their jobs have been in unionized establishments and the unions which have thus been involved in the program have included among others; the Carpenters, the Laborers, the Boilermakers, the Operating Engineers, the Teamsters, and the Oil and Chemical Workers. The very early involvement of the AFL-CIO's Human Resources Development Institute was a crucial factor in securing the support not only of the unions but of the unionized employers as well. . . .
>
> The Chesapeake program began with a broadly based community group including both employers and organized labor. The program was accepted by the community because the community had helped to plan it. . . .
>
> The manpower training arm of organized labor is the Human Resources Development Institute. It has a large field staff and has representatives in most major cities. Their nearest field representative can be contacted by calling the AFL-CIO local central body. (pp. 295-296)

While one component of the adult career education in corrections program must be delivered in the community, at the same time, the community must be brought into the institution to participate in the programs offered inside the walls. Burt (1972) has outlined a strategy for optimizing community participation:

> Practically every phase of economic life in every major metropolitan area is formally organized into voluntary membership associations. The larger associations and labor unions usually have a full-time staff and numerous committees dealing with matters of interest to the membership. Most of the associations . . . will have an Education and Training Committee responsible for developing educational and training programs for use by member companies. These committees also represent membership interest in the public and private schools and colleges, as well as other educational and training insitutions in the area. A number of the local associations are also affiliated with state and national associations in their special areas of interest, e.g., there is the Printing Industry of America at the national level, the Ohio Printing Industry at the state level, and the Cleveland Printing Industry and the Dayton Printing Industry at local levels. There are probably 250 local printing industry associations and 40 state associations affiliated with the national association. In addition . . .

there are local, state, and national labor unions for the printing industry. . . .

The major national associations will usually have an Education and Training Committee . . . which maintains direct relationships with the Education Committee members and staff of affiliated state and local groups. . . . The staff, chairmen, and members of these Educational and Training Committees know a great deal about public education, since one of their major concerns is the continuing recruitment, education, and training of manpower for their industry, trade, or profession. Even where an Education Committee does not exist, the executive director of the association will be fairly sophisticated about the educational and manpower needs of his member companies.

In addition, there are general business and industry associations such as the Chamber of Commerce, and the National Association of Manufacturers (NAM). Both of these organizations . . . have extremely knowledgeable and dedicated educational staff leadership at the national and state levels. At the local level, there is hardly a Chamber of Commerce group or NAM affiliate which does not have an Education Committee. . . .

These general business and industry associations . . . are very much involved in helping public schools and other manpower education institutions and programs to produce well-educated, well-qualified, new employees appropriately prepared for productive lives in the mainstream of our economy. . . .

As a result of the interest of many community business, industry, and labor leaders in helping improve, expand, enrich, and equalize public education opportunities, new organizations dedicated to developing industry-education cooperation are being organized. The National Association for Industry-Education Cooperation is promoting the organization of regional, state, and local industry-education cooperation organizations throughout the nation. Several of the most active are in California, Arizona, and New Jersey. . . . There should be at least 30 states with such organizations conducting a variety of programs and services dedicated to the improvement of our manpower development institutions.

Correctional institutions which offer educational and training programs are, by definition, engaged in manpower development. Many business executives and educators feel very strongly that the prison population includes a large number of people who are there because the public schools failed to meet the special needs of these individuals. Our society has a second chance to help them learn to make a successful living as well as to live successfully. Industry people are prepared to assist in providing this second chance if correctional educators will invite them to

> do so. . . .
>
> The existence of industry associations concerned about manpower development enables correctional educators to involve employers and labor representatives on an industry- and community-wide basis through one contact--rather than many contacts with a number of employers and representatives. . . . Furthermore, once the association personnel are involved in career education in corrections, they will find individual employers and labor representatives within their organization who are also willing to become involved. They will even establish an industry-wide special committee for this purpose.
>
> It is important to note that many employers and union members will engage in public service activities much more readily when these activities have received the prior approval of their organizations. (pp. 48-50)

Also, based on the results of Department of Labor Manpower Programs in Corrections between 1964 and 1974, Phillips (1974) concludes:

> We know that education and training--which most inmates need--can be done efficiently and effectively. . . . We know that job development and placement is (sic) critical. . . . We have reason to believe that education and training are effected better outside the walls than in. Work release and work furloughs permit this for both OJT and institutional training. It helps aid the inmate's decompression and transition to the outside world. (p. 15)

McCollum (1973) points out the advantages of using study-release and contracting out services:

> The frustrations of trying to meet the changing and varying education and training needs of 500 to 2000 inmates can be ameliorated to some degree by the use of contract teachers and study release. (p. 35)

Providing educational services inside the institution has several drawbacks. One problem is the difficulty of keeping pace with changing times and in tune with the real world for which the clients supposedly are being prepared to return. McCollum (1973) comments:

> Traditional correctional admininstrators have employed full time "career teachers" to provide educational services within the correctional institutions. This has meant the need to provide a welding instructor with classrooms of students whether or not there was student interest, or welding jobs available in the community to which the prisoner was to return. (p. 35)

The effectiveness of the community component of any adult career education program depends in large measure on the extent to which relevant resources in the community are identified. Organizing the resources into a meaningful, integrated program for corrections clients is a vitally important part of any adult career education delivery system. However, before any efforts can be made at organizing resources, the first step is to identify what is available. This is no easy task. An invaluable aid for the administrator in carrying out the task of identifying adult career education resources is a publication issued by B'nai B'rith Career and Counseling Services (Hoffman, Greenfield, Bliss, Colker, & Tucker, 1974b). The 84-page booklet, entitled Exploration Part II, lists adult career education activities by state. The example in Figure 15 illustrates the format of entries in Explorations Part II.

State: Arkansas

Newport Technical Science Center

Newport Technical Science Center
Newport Public Schools
Newport, Arkansas 72112
(501) 523-5288

Adult Education Program is: Adult Basic Education and general adult education

Goals of Career Education Program: to develop specific career skills for job entry

Student Participation in Career Education Activities: outside this adult education program

Description of Career Education Activities: Several courses are offered to assist adults in their present occupations or in exploration of career opportunities in new areas. Length of course instruction ranges from ten to forty hours

- -

State: Indiana

Adult and Continuing Education

Ted D. Lane, Director
Adult and Continuing Education
Vincennes University
1002 N. First Street
Vincennes, Indiana 47591
(812) 882-3350

Adult Education Program is: Adult Basic Education, continuing education, non-credit courses, seminars and workshops

Goals of Career Education Program: to increase career awareness; to develop specific career skills

Student Participation in Career Education Activities: integrated into and in some instances outside this adult education program

Description of Career Education Activities: Career activities include: (1) providing information about careers, (2) counseling and testing when requested, and (3) skill development courses offered which provide opportunity for employment or upgrading

Figure 15. Listing of adult career education activities by state. (From Explorations Part II by F. E. Hoffman, P. O. Greenfield, C. A. Bliss, L. J. Colker, and T. S. Tucker. Washington: B'nai B'rith Career and Counseling Services, 1974, pp. 13, 43).

The potential of adult career education in corrections can be realized only if corrections combines resources with business, industry, labor, and community agencies to supply a wide range of learning opportunities. This kind of combination of forces cannot be a one-way operation if it is to be effective. It must be an arrangement of mutual reciprocity. It means moving more and more learning experiences outside correctional institutions and bringing a larger measure of free world resources into the classroom.

In the delivery system model, the function DEVELOP COMMUNITY PROGRAM (6.2.3) is accomplished by telling what is meant be developing the community program, and describing the way in which the program development is to be accomplished. This includes a description of the committee or team which will have responsibility for coordinating and directing the community operations, as well as a description of the various components of the program which will be provided by the community. The next step is to schedule the clients and this is described in (6.2.4).

SCHEDULE CLIENTS (6.2.4)

The last step in implementation is to see that all clients in the particular institution or agency are actively assigned to and participating in the adult career education program. Involving clients is the procedure of diagnosing the needs of individual clients and assigning each individual to the appropriate learning and career guidance experiences.

This is a very important function since without this step there would be no system of adult career education for a corrections institution or agency. The system is intended to deliver adult career education to the clients of the institution or agency. This means all clients, and it means that unless this step is taken, there is no way that the goals of adult career education can be achieved. In the beginning it was proposed that the rehabilitation or redirection of the client into behavior patterns which are constructive and which contribute to society is not accomplished by sheer incarceration alone. It was suggested that adult career education offers a way in which to accomplish the mission of corrections. In order for this to happen, the clients of corrections must be part of adult career education. This means all clients.

Selecting clients means identifying individuals according to differential needs. All clients are selected, but they are selected for different parts of the program. Some may be enrolled in a work-release or study-release program offered in the community; others may be enrolled in institutional programs. In a pilot program a limited number of individuals might be involved as participants; however, in a regular, full-scale program, the entire client population would have to be participating. The concept of adult career education is not accomplished unless everyone in the setting is afforded opportunity to participate in experiences leading to development of decision-making, employability, civic and social responsibilities, work attitudes and values, and self-fulfillment.

The scheduling of clients takes place through the planned assignment of clients to appropriate experiences to achieve client objectives. The scheduling criteria should take into account levels of educational and skill attainment, aptitudes, interests, physical characteristics, and attitudes. In institutions where there is a classification team, it is important that this team be apprised of the adult career education concept and program clients accordingly.

In the delivery system model, the function SCHEDULE CLIENTS (6.2.4) is accomplished by telling what this means, establishing the importance of total participation, and then describing the procedure by which assigning of clients to different aspects of the program will be done. The next step is to actually install and conduct the program and this is described in (6.3).

INSTALL/CONDUCT PROGRAM (6.3)

Installing the program means actually putting it into action. Conducting the program means to maintain operation after it once is started. These final two steps in implementation are really the critical ones which make it possible to obtain results.

In installing the program, it is important that there be some preliminary testing of any new materials, equipment, and arrangements of facilities, as well as completely new programs or the use of new community resources. At the time the plan was formulated, there would have been an exploratory study of the variables which were introduced into the system design. This probably was through simulation or possibly might have involved some laboratory research. As new materials and equipment are introduced to the program, it is important that some kind of pilot test or laboratory test be made before huge expenditures are made to completely equip a system with particular items. It may be that a hardware-software unit which was quite successful in one correctional institution will not work at all in another one.

Since the complete delivery system will involve a number of components, and most likely will also involve community as well as institutional programs, the installation may take some time. Each program component, i.e., adult basic education, GED preparation, social education, recreation, vocational training, or placement, must be tried out in terms of contributing to attainment of adult career education goals. After all the separate parts have been studied and proven to be effective, then field testing of the total delivery system can be made. This is done during a designated period of time, six months or a year, during which time the total system, with all its various programs, operates in the real-life situation. This is a full-scale operation which is closely monitored to detect the need for modifications or adjustments.

The exploratory studies and tests which are made of the various items in the separate programs, as well as the field testing of the total program, are part of the continuing evaluation which is made of the delivery system. The evaluation function is described in (7.0). It should be noted, however, that evaluation must be going on all the time the program is being installed and maintained.

In the delivery system model, the function INSTALL/CONDUCT PROGRAM (6.3) is accomplished by telling what will be done to install the various programs making up the system, and describing what will be done to see that the total system continues to operate efficiently. This should include a time schedule showing target dates for getting the various program components completed, tried out, and operating, as well as the target date for field testing of the total system.

Conclusion

Implementing the program is accomplished as the plan developed in (5.0) is put into action. This function, in fact, will be carried out on the spot in the particular setting for which the delivery system model is designed. This important function involves getting the corrections agency or institution and the community together in a cooperative, participating endeavor. It also requires development of curriculum guides for programs which are to be offered at the corrections instition, arranging for necessary hardware and software, and getting the clients--all of them--involved in adult career education.

There is no function in the delivery system more important than program implementation. The guidelines which are developed in the delivery system model to (a) guide the coordination of institution and community, (b) direct the development of curriculum guides and the selection of hardware and software, and (c) involve all clients in the adult career education program are really the directions for guiding day-to-day operations and insuring that the needs of the clients for career development are, in fact, met. Implementation is an ongoing process, and subject to modification. The evaluation function, which is described in (7.0), provides the basis for making continued improvements in the program, as well as giving an indication of the effectiveness of the plan developed in (5.0).

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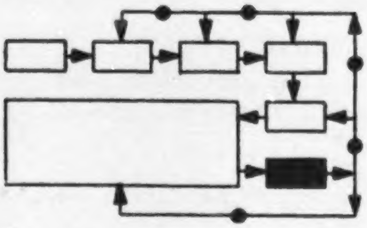
CHAPTER VII



EVALUATE ADULT CAREER EDUCATION SYSTEM (7.0)

Introduction

> In my judgment, well-informed legislators, governors and administrators will no longer be content to know, in mere dollar terms, what constitutes the abstract "needs.". . . The politician of today is unimpressed with continuing requests for more input without some concurrent idea of the . . . output.
>
> Jesse M. Unruh

Evaluation is the process of systematic collection and interpretation of evidence to determine whether, in fact, certain intended changes are taking place in individuals, the amount and degree of change in these individuals, and the relationships between various elements in the program and the accomplishement of the objectives of the program. Evaluation involves systematically obtaining and interpreting the kinds of measurement data that facilitate development, implementation, and improvement of plans and programs. Evaluation relates input to the program to the output from the program. Evaluation is not deciding whether a particular program is "good" or "bad." As Cunha, Laramore, Lowrey, Mitchell, Smith, & Woolley (1972) point out: "It should be a process of determining what should happen, what is happening, and what did happen" (p. 38). Evaluation must be designed to improve, not to prove.

In adult career education in corrections, a system evaluation is mandated to determine the extent to which the clients have changed behaviors, increased their knowledge and skills, and are applying skills of decision-making, employability, and civic and social responsibilities in socially acceptable and productive avenues. The evaluation should indicate the degree to which clients have achieved self-fulfillment and have developed positive work attitudes and values. Ryan (1972) points out nine ways in which the impact of a well-designed evaluation system will be seen:

1. Results will supply data to broaden the foundation of statistical data concerning the total population.

2. Major areas of the system can be interpreted in terms of the extent to which each contributes to the total operation.

3. System operation can be updated and improved.

4. Community-oriented system operation can be organized.

5. Society in general, and the power structure in particular, can be informed concerning corrections and the investment in adult career education for corrections.

6. The extent to which goals have been achieved can be determined.

7. The extent to which there is a close working relationship and cooperation among all departments in an institution can be determined.

8. The extent to which a system is compatible with its environment can be determined.

9. The extent to which the structure and organization are clearly defined can be determined.

Evaluation is the most important function in the system as indicated by the number of signal paths coming into and going out of the function box in the flowchart model. Yet, unfortunately, this function often is either overlooked or only given lip service. The adult career education system is concerned with increasing the knowledge, skills, and attitudes of clients so that they can achieve personal growth and become assets to society. Evaluation is the way by which it can be shown whether or not the goals are being achieved. The importance of starting out with performance objectives has been pointed out by Bloom, Hastings, and Madaus (1971): "If the role of education is to produce changes in learners, then someone must decide what changes are possible and what are desirable" (p. 8). Evaluation can only take place if performance objectives have been defined at the outset. This step was accomplished in the planning stage, and is reported in the delivery system model in (4.2).

Evaluation is a critical function which takes different forms for different purposes. One common denominator for all forms of evaluation is the concern with establishing merit and achieving improvement. A second factor which is common to all kinds of evaluation is the orientation to action. Evaluation is conducted to provide a basis for some kind of action. There are two major categories of evaluation; one is based on the timing of measurements, and the other is based on the purposes for which the evaluation data are obtained.

Evaluation which is carried out as an on-going operation for the purpose of providing direction to guide improvements during the operation of the program is formative evaluation. This involves comparing input and process data against the design, and checking progress toward defined objectives. Highly innovative programs are likely to depart from the usual pattern of operation and unanticipated problems are apt to occur. Program features may not work as expected. Modifications and refinements to the plan may be required in order to achieve a quality system. Formative evaluation detects these kinds of problems and provides feedback to enable continuous assessment concerning the way in which each component of the system is functioning. Formative evaluation provides the basis for making critical decisions concerning elements of a new program during the process of development, and represents a tremendously powerful vehicle for improvement. In the program implementation stage described in (6.0), it was pointed out that during installation of the various parts and programs there must be exploratory tests made of these items, and during the field testing of the total system there must be continuing evaluation. This refers to the formative evaluation function, and is shown in the flowchart model by the signal path which goes from (7.0) to (6.3).

The second major category of evaluation is the end-product evaluation which is made by comparing outcomes against objectives. This kind of evaluation is summative evaluation and plays a different role than formative evaluation. Formative evaluation is continuous and serves to refine and optimize the system operation through iterative feedback; summative evaluation, on the other hand, provides the judgments concerning the degree to which program objectives have, in fact, been accomplished. This information allows decision-makers to determine whether a program should be disseminated and replicated widely, or whether the operation should be discontinued. This kind of evaluation enables the administrator to judge whether a system that is in operation in another corrections setting might meet the needs of his or her particular setting. Timing is a critical factor in summative evaluation. Evaluation of the terminal product is made after program development, improvement and stabilization have been achieved. Summative evaluation of the adult career education delivery system in a particular correctional setting well might not be made until the system had been in operation for one or two years. The kinds of changes in operation which may take place as a result of formative evaluation during the course of the delivery system operation might conceivably produce initial decrements in the desired behaviors leading to a negative evaluation over the short term. It would be penny-wise and pound-foolish to terminate a program on this basis. However, over the long term, the changes should result in achieving greater benefits and accomplishing the intended objectives. Ryan (1974) makes a strong case for both summative and formative evaluation as integral components of systematic planning and operation of adult career education in corrections.

Ward(1972) and Ryan (1973) propose that adult career education evaluation has four elements. In evaluating any system, or part of a system, the following variables should be considered:

1. Input. The input variables refer to the knowledge, skills, and attitudes of clients at the time the program is initiated. Input variables also include societal needs, occupational demands, and the elements which make up the program itself. The parameters of the system are input variables, and this includes, but is not limited to the amount of money invested in the system operation.

2. Process. The process variables include all the parts of the various programs which combine to make up the total operating system.

These include staffing patterns, method-and-technique combinations, organizational structure patterns, and facilities.

3. Output. The output variables refer to knowledge, skills, and attitudes which the clients have at the termination of the program. Since adult career education involves a number of programs, it is possible for the output variables from one program to be input variables for the next one. For example, the output knowledge, skills, and attitudes which clients have as they complete adult basic education will become the input variables as they enter a General Education Development preparation program.

4. Outcomes. The outcome variables refer to the long-term results which can be observed as the clients interact with post-program environments. The recidivism statistics would constitute one kind of outcome variables.

Evaluation of the adult career education in corrections system is accomplished by selecting data (7.1), collecting data (7.2), analyzing data (7.3), and interpreting data and reporting results and recommendations (7.4).

In the delivery system model, the introduction to the function EVALUATE ADULT CAREER EDUCATION SYSTEM (7.0) is accomplished by defining evaluation and explaining why this step is important as far as the particular delivery system is concerned. There should also be a time schedule showing how formative and summative evaluations will be made. This time schedule should correspond with the one given in (6.3) when the target dates are given for installing and maintaining the system. The next step is to tell what data are to be used in making evaluations. This is done in (7.1).

SELECT DATA (7.1)

Selecting data means choosing from all the data which are available only those which will be used in evaluating the adult career education system. Selecting data is a process that is accomplished by identifying the variables and then stating the evaluative criteria which are to be used in determining efficiency and effectiveness of the system. These two steps are accomplished in (7.1.1) and (7.1.2).

Selecting data is an important step in evaluation as it means evaluation will be done systematically. If this is not the case, there will be a waste of resources and data are apt to be collected which turn out to be useless, unreliable, or invalid. It is not possible to evaluate if data which are selected are haphazard, incomplete, or inaccurate.

In the delivery system model, the introduction to the function SELECT DATA (7.1) is accomplished by telling what is involved in selecting data and why this is important. The next step will be to identify the variables for which data will be gathered (7.1.1).

IDENTIFY VARIABLES (7.1.1)

To identify variables means to point out the input, process, output, and outcome variables for which data are needed in order to make an evaluation.

This function is important as this listing of relevant variables becomes the basis for gathering data for the evaluation process. If data are not gathered at the appropriate times it is impossible to do so later, and the evaluation, then, is never as good as it might have been. For example, if the input variables are not collected before the program begins, there is no way to get this information after the fact. It is important to limit or isolate the variables to be considered; otherwise, much time, effort, and money can be wasted.

In the delivery system model, this function is accomplished by listing exactly which data will be needed for the four kinds of variables: input, process, output, and outcomes. For example, variables on which data might be needed in evaluation of the vocational training and placement programs at the fictitious Howhork Halfway House might be as follows:

1. Input Variables
   knowledge of occupations in the trades cluster
   knowledge of principles of welding
   knowledge of personal aptitudes
   skills required for welding
   attitudes to work
   need for welders in local community
   $50,000

2. Process Variables
   Welding Program (staff, methods/techniques, schedule)
   Career Counseling Program (staff, techniques, schedule)

3. Output Variables
   knowledge of occupations, welding principles, aptitudes
   welding skills
   work attitudes

4. Outcome Variables
   Number of clients employed in trades 6 months/1 year after release

In the delivery system model, the function IDENTIFY VARIABLES (7.1.1) is accomplished by telling what is involved and then by listing the variables for each of the four categories which will be needed in making the evaluation of the system in the designated corrections setting. The next step is to specify the criteria which will establish effectiveness of the system operation. This is done in (7.1.2).

STATE EVALUATIVE CRITERIA (7.1.2)

The evaluative criteria in the adult career education system set forth the anticipated outcomes which specify the levels of expected client performance as a result of the program being implemented.

Evaluation cannot take place unless evaluative criteria are specified. In deciding whether or not a system or a part of the system was effective, there must be some way of comparing the output against a predetermined and anticipated output. The stating of evaluative criteria is really the setting forth of the anticipated outputs which were determined as part of the planning process. The performance objectives specified in (4.2) really constitute the evaluative criteria.

The goals of adult career education in corrections are clear. Ryan (1974) points out that if career education is effective, each individual will be equipped with the "knowledge, skills, and attitudes to realize personally satisfying and socially productive roles. . . . (and prepared for) meaningful and rewarding participation in vocational, avocational, social, civic, and personal pursuits" (p. 173).

In the delivery system model, the function STATE EVALUATIVE CRITERIA (7.1.2) is accomplished by listing the performance objectives specified in (4.2). The next step is to actually collect the needed data, and this is described in (7.2).

COLLECT DATA (7.2)

The process of collecting data is the process of deciding how to get the facts in quantified form relating to input, process, output, and outcomes, and then actually gathering the statistics.

This function is accomplished by determining sources of data, using instruments and techniques to gather the data, and compiling the data in some kind of organized way. The kind of data needed depends on the performance objectives set forth in (4.2), the plan formulated in (5.6), and the programs that are implemented in (6.0).

It is important to collect data relating to the variables listed in (7.1.1). It does little good to decide what data are needed, unless, in fact, these data actually are collected so that they can be used. The process of collecting the data must be carried out with great care, otherwise errors in measurement can occur which will make the whole interpretation faulty, and costly errors may be made as a result of unsupported conclusions. To collect data, two steps are involved. First, instruments must be obtained or constructed and techniques must be devised (7.2.1). Then, the instruments and techniques actually are used to gather the statistics and make measurements (7.2.2).

In the delivery system model, the introduction to the function COLLECT DATA (7.2) is accomplished by telling what the process of data collection involves, and why it is important. This will be followed by an *operational description of the instruments and techniques to be used, and the plan for data gathering.*

SELECT/CONSTRUCT INSTRUMENTS/TECHNIQUES (7.2.1)

The process of selecting instruments or techniques means to decide which of the available measuring tools or procedures would be appropriate to measure the variables identified in (7.1.1). Constructing instruments or techniques involves actually making appropriate tools or devising appropriate procedures to measure the variables.

There are many options for obtaining quantified data on the input variables; that is, the knowledge, skills, and attitudes of clients. There are standardized instruments which can be used and which probably can be made part of the intake process for the correctional institution or agency. Many instruments to measure the results of career education have been put on the market since the concept was introduced by the U. S. Office of Education and can be utilized to obtain output data. The availability of instruments to measure outcomes; that is, long-term effects, is limited. These kinds of instruments probably will have to be constructed. The same situation is true for process variables.

Measurement is the foundation for evaluation. Measurement, however, is only as good as the instrument or method used. Criteria for selection of instruments have been stated by Hayball (1975):

1. The decision must be made and reduced to writing as to what it is the evaluator is seeking and what he or she wants to find out.

2. Everything must direct itself to attaining as high as possible levels of validity and reliability.

3. The form of the instrument must be as simple as possible and should be structured to provide for a wide range of responses.

4. Selection of words or terms must be made with care in order that as many people as possible will understand what is meant by the question.

5. Simple check boxes or some way of indicating the answer by check mark is most desirable and time saving.

6. The design must lend itself to simple, easy ways to record answers.

7. In standardized tests, care should be given to examine the validity and reliability of the instrument, the size of the sample, the normative data, and the purpose for construction.

8. Good measurement requires staff training and provision for time to record data carefully.

The selecting and constructing of instruments and techniques is accomplished by ordering from what is available or constructing when nothing is available for measuring input, process, output, and outcome variables.

In the delivery system model, the function SELECT/CONSTRUCT INSTRUMENTS/TECHNIQUES (7.2.1) is accomplished by telling what is meant by this function and establishing its importance for the delivery system. Also, it will be necessary to refer to information which is fed forward from (2.1.2) based on the analysis of the existing situation. Information which exists in the data bank describing clients and programs will be important for the evaluation. It is not necessary to purchase new instruments or construct instruments for gathering information which already exists in the data bank. The next step will be to actually obtain or construct the instruments and techniques needed for gathering missing data. This procedure is explained in (7.2.1.1), (7.2.1.2), (7.2.1.2), and (7.2.1.4).

SELECT/CONSTRUCT INPUT INSTRUMENTS/TECHNIQUES (7.2.1.1). Some or all of the input data which are needed for evaluation may already be on hand in the data bank (2.1.2). If so, no instruments are needed. If this is not the case, then instruments must be obtained or developed to describe the knowledge, skills, and attitudes of clients at the beginning of the program, as well as identifying occupational needs, and other societal factors that have a bearing on the program. Data describing the system parameters will have been specified in (5.1). Therefore, the primary concern in selecting or constructing instruments for measuring input variables will be with gathering data on clients and societal needs.

Selection of instruments is an important step. Care should be taken in looking over available commercially-prepared instruments to see that they are appropriate for the corrections setting. Whenever standardized instruments are available they should be used.

In order to provide a baseline for the adult career education programs and in order to assess the amount of change taking place in the clients, input data must be obtained. It is possible to utilize a simple questionnaire or interview as part of the client intake procedures to obtain much of the needed client data. An example of an Interview Guide which might be used in gathering some of the client input data is presented in Figure 16.

Input Interview Guide

Name ______________________________ Date of Birth ____________________

Employment history

1. Do you have journeyman status in any occupation? _____ no
_____ yes

2. Have you ever participated in an apprenticeship progam? _____ no
_____ yes

3. Have you worked as a skilled laborer? _____ no
_____ yes

If yes, what jobs have you had?

______________________________ ______________________________
______________________________ ______________________________

4. Have you ever drawn unemployment compensation? _____ no
_____ yes

5. What is your longest period of unemployment? ________

6. What is the highest grade in school you completed? ________

7. What job skills do you have?

______________________________ ______________________________
______________________________ ______________________________

Figure 16. A sample interview guide for obtaining input data on clients.

It is very important when selecting or constructing instruments to measure input variables, that the instruments obtained will actually measure clients' decision-making skills, employability skills, civic and social responsibility skills, work attitudes and values, and level of self-fulfillment. These are the goals of adult career education, and since societal data are important input variables, there must be some way to gather this kind of statistic also. Questionnaires, telephone surveys, and analysis of government reports can be used to gather data on employment projections and occupational opportunities and demands.

In the delivery system model, the function SELECT/CONSTRUCT INPUT INSTRUMENTS/TECHNIQUES (7.2.1.1) is accomplished by telling what is meant by this function and then providing a list of available instruments which will be used, as well as giving draft copies of instruments or specifications for construction of instruments which have to be obtained. The next step is to consider selection and construction of output instruments and techniques (7.2.1.2).

SELECT/CONSTRUCT OUTPUT INSTRUMENTS/TECHNIQUES (7.2.1.2). Output refers to the knowledge, skills, and attitudes of clients at the end of participation in the adult career education programs. The instruments which are used to measure output variables can be the same ones or parallel forms of the instruments used to gather data on clients' knowledge, skills, and attitudes before their participation in the program.

The selection and construction of instruments for measuring output variables are important since effectiveness of the system will depend on evidence of what happened to clients after their participation in the program. It is important that the instruments and techniques used to measure output be similar to those used in obtaining client input data.

In the delivery system model, the function SELECT/CONSTRUCT OUTPUT INSTRUMENTS/TECHNIQUES (7.2.1.2) is accomplished by explaining what is meant by this function, and then either identifying instruments and techniques which will be used, or giving directions for selecting or obtaining needed instruments. The next step concerns selecting instruments and techniques for gathering process data.

SELECT/CONSTRUCT PROCESS INSTRUMENTS/TECHNIQUES (7.2.1.3). The instruments and techniques for gathering process data must be designed to produce data about the operation of the programs. The input data given tell how much is to be spent, the kinds of programs to be offered, and the kinds of facilities to be used. The process variables tell what is done with these input variables. For example, it is one thing to say $50,000 will be used for the program. It is something else to specify that the $50,000 will pay for an open ended-open exit, individually prescribed program with incentives, flexible scheduling, and learning modules. Instruments are needed to give some indication of staff, time, materials, organizational structures, resources, and other related elements in the program. Commerically-prepared instruments for making process measurements are rarely available. Special tests and techniques need to be devised. These instruments can be simple checklists, rating scales, or questionnaires asking for client or observer ratings of locales, staff, resource persons, materials, equipment, and other items making up the program.

In the delivery system model, the function SELECT/CONSTRUCT OUTPUT INSTRUMENTS/TECHNIQUES (7.2.1.2) is accomplished by telling what this function is, and then either including a sample of the instruments to be used, or giving directions for producing them. The last step in seeing that the necessary instruments are available is to select or construct instruments for measuring long-term outcomes. This is accomplished in (7.2.1.4).

SELECT/CONSTRUCT OUTCOMES INSTRUMENTS/TECHNIQUES (7.2.1.4). The mose difficult area in evaluation in corrections is the selection or construction of instruments and techniques to determine the interaction of clients with the environment after they have completed the adult career education in corrections program. This means following the clients as they move from the correctional setting to the free world to see the extent to which they apply decision-making and employability skills, accept social and civic responsibilities, demonstrate work-oriented values, and realize self-fulfillment.

The client should be holding a steady job, showing a record of progression in work, and showing success in fulfilling family, recreational, citizenship, producer, consumer, and social roles. It is important to get feedback from resource persons outside the corrections setting. Close ties with the community, including labor organizations, businesses, and industry must be established, and lines of communication must be maintained to secure outcomes data. There are many sources of data on outcomes, including the following:

1. labor and trade unions
2. professional societies and organizations
3. state and federal agencies
4. licensing and bonding agencies
5. adult schools, colleges, universities, technical schools
6. direct contacts with clients
7. transcripts.

The instruments for collecting outcomes data are probably the most critical of the evaluation process. The taxpayer is concerned primarily with what happened after the offender was released. It is only from answering this kind of question that accountability ultimately can be established and adult career education can be shown to be effective in accomplishing the mission of corrections.

Outcomes can be assessed by follow-up questionnaires and reports by parole officers. The forms should be simple and require a minimum effort for completion. Hayball (1975) suggests a simple Career Education Follow-Up form which can be completed directly by the client after release. A copy of this form is given on pages 216 to 218.

CAREER EDUCATION FOLLOW-UP

Date ____________________

TO: ____________________________

ADDRESS: ____________________________

Our long-range career education goal is to assist clients attain a practical, worthwhile career. The only way we can measure if this is occurring is to seek your assistance and response. Please give careful consideration to your replies and, of course, all replies will be held confidential.

THANK YOU

1. EMPLOYMENT STATUS

employed in area of skill training ☐

employed in related area ☐

employed in unrelated area ☐

unemployed ☐

2. EMPLOYABILITY SKILLS

my training was adequate and got me a job ☐

my training was inadequate but got me a job ☐

training good, but couldn't get a job ☐

training too inadequate to get a job ☐

3. WORK ATTITUDES.

I like work--its important to me ☐

I work but work isn't everything ☐

I work occasionally. I have other things to do ☐

I do not work. I do not need to work ☐

4. WORK VALUES

Work holds a significant place in my plans and daily life ☐

Work is good, but there are other values, too ☐

Work holds a casual place in my plans and life ☐

Work is not included in my plans or life ☐

5. DECISION-MAKING

I have always been able to make decisions. Some good, some bad, some big, some little ☐

I have learned to make some decisions, but I need more skill, more practice, more success in making decisions ☐

I seem to make poor decisions and have had problems regarding these decisions ☐

I cannot make decisions--at least not big ones and I have to get help to make them ☐

6. SELF-REALIZATION

Below are some elements that usually constitute at least a part of an individual's level of self-realization. Please indicate how you see these elements in your life.

	Poor	Fair	Good	Excellent
A. Parents				
B. Family				
C. Job				
D. Community status				
E. Peer status				
F. Economically ok				
G. Outside interests				

7. SOCIAL SKILLS

Here are some areas of social skills. Please rate yourself.

	Poor	Fair	Good	Excellent
Ability to get along with myself				
Ability to get along with others				
Participation in community affairs				
Ability to make friends and meet people				
Ability to get along with my family				
Ability to get along with my boss and workers				

I would like a copy of the results of this follow-up ☐

I prefer not to answer this ☐

It is also important to gather follow-up data from sources other than the client. A simple form (Hayball, 1975) which can be completed by the parole officer is shown on page 220.

TRAINEE PROGRESS REPORT

Name ____________ Number ____________ Parole Date ____________

Vocational Training Received In ____________

Industrial Training Received In ____________

Institution of Release ____________ Unit to which Paroled ____________

Number of Months between termination of Vocational Training and Parole ____________

Number of Months between termination of Industrial Training and Parole ____________

(All information above this line to be completed by the Records Officer)

The following information will be completed by the Unit Parole Agent 6 months after the parole date and mailed to: ____________

INITIAL EMPLOYMENT OBTAINED THROUGH: (Write appropriate number in space below.)

____

1. Self
2. Family
3. TAC
4. Friend
5. Previous Employer
6. H.R.D.
7. Parole Agent
8. Foreman or Voc. Instructor
9. Other (specify)

RELEASE STATUS: From Column A select appropriate number and place in square "A."
From Column B select appropriate number and place in square "B."

Column A
1. Fully employed
2. Partial or Part-time
3. School or Training
4. Unemployed
5. Custody or other (including PAL or RAL)

A ☐ B ☐

Column B
1. In trade of training
2. Related trade
3. Neither of above

First Employer: Name ____________ Address ____________

Salary (hourly) ____________ Job Title ____________

JOB 6 MONTHS AFTER PAROLE:

Column A
1. Fully Employed
2. Partial or Part-time
3. School or Training
4. Unemployed
5. Custody or other (including PAL or RAL)

A ☐ B ☐

Column B
1. In trade of training
2. Related trade
3. Neither of above

Employer: Name ____________ Address ____________

Salary (hourly) ____________ Job Title ____________

Over-all Adjustment to the Job (Write appropriate number in space):

____________ 1. Satisfactory 2. Marginal 3. Unsatisfactory

Over-all Social adjustment (Write appropriate number in space):

____________ 1. Satisfactory 2. Marginal 3. Unsatisfactory

If not employed in area of trade training, explain why: ____________

____

UNIT SUPERVISOR

____

AGENT

____

Date of this report

The mission of career education, that is, to achieve continuing career development of the individual, makes it mandatory to have longterm evaluation as well as the end-of-program evaluation. This longterm evaluation, or outcome evaluation, has long been both a concern and a challenge in corrections. There have been few successful studies of corrections clients after release into the community. In an article on evaluation of career education, Hayball (1975) writes:

> The questionnaire/opinionnaire type survey appears to lend itself well to follow-up, providing . . . the location and address of the client are known. . . . In those states with parole programs, more success is possible in gathering follow-up information than in those states without parole supervision.
>
> Another method usually not utilized to advantage is the interview prior to release or an interview conducted with the client informally in the community after release. School and training dropout studies provide a simple method of obtaining data. . . .
>
> In California the report on parolee progress is utilized. This report has served as the basis for the yearly statewide survey of vocational and industrial training. This report is filled in by the parole officer and includes reports on initial and six months parole adjustment, job placement success and recommendations of the parolee and parole agent for areas of emphasis or modification in the training programs. . . .
>
> The follow-up studies of academic education in the California Department of Corrections completed by Glossa (1969) utilized another method. Upon release to parole or discharge, the client's educational file and central file were utilized to provide age, achievement level upon entering the academic program in the prison, months in school, and achievement level upon termination to parole or discharge. The data were compiled on I.B.M. cards, a computer program was designed to provide the necessary segments of the report. . . . The evaluation concentrated upon determining the grade level progress . . . and comparing this with actual months the client attended school. This provided a simple method for a cost-effectiveness evaluation. . . .
>
> New methods of long-term evaluation include the increased use of data banks, job banks, and electronic data processing techniques. The method of gathering data from clients on parole, from the parole agent and from official correctional institutional records has not changed essentially. . . .

One new method of evaluating long-term career development which correctional education might consider is contained in the San Diego project, Urban Schools: An Articulated Career Education Project. This project not only provides an orderly transition of students between the K-12 district and the community college, but it utilizes in a unique and practical way

> the role of the community in general and, in specific, the utilization of advisory committees to provide employment for their students and to advise the school of community needs. In this project early opportunity for work experience at the high school and community college is provided and the goal at the San Diego Unified School District is to provide every student with a marketable skill upon graduation. As an example, the community places graduates of the high school and community college auto mechanics programs in the auto mechanics industry in the community. (pp. 424-425)

In the delivery system model, the function SELECT/CONSTRUCT OUTCOMES INSTRUMENTS/TECHNIQUES (7.2.1.4) is accomplished by telling what is involved in carrying out this function and then describing the instruments and techniques which will be used to assess outcomes from the delivery system. If sample instruments can be provided, these should be included, otherwise guidelines for selecting or constructing the instruments should be given, and the various kinds of instruments should be identified. The next step is to gather the data and this will be done in (7.2.2).

GATHER/MEASURE DATA (7.2.2)

The process of measuring data is the process of testing to obtain results related to input, output, process, and outcomes variables which were listed in (7.1.1). Gathering data is the process of collecting or getting data together in an organized manner.

It is important to have a carefully planned system of measurement and an organized system of gathering data, otherwise, the best possible instruments and the best possible data can be of little use and contribute little to the evaluation process. If reliable results are to be obtained, it is just as important to select the proper time and place and to develop a positive testing atmosphere as it is to select the right testing devices. In using standardized tests, it is essential to follow directions explicitly. The tests were standardized for a prescribed use, and this includes administering them the same way each time. Instruments which were selected must be used correctly if meaningful and useful results are to be obtained. Evaluation of programs is essential to insure accountability to taxpayers, administrators, legislators, staff, and clients. Programs which are in operation may not be working, and money, time, and effort may be totally wasted. Program evaluation cannot take place without some kind of quantitative data. The timing of testing and the way in which testing is done or data are collected can invalidate results. The gathering and measurement of data are related to input (7.2.2.1), output (7.2.2.2), process (7.2.2.3), and outcome (7.2.2.4) variables.

In the gathering and measurement of data, as much use as possible should be made of the available data stored in the data bank (2.1.2). The analysis of data for information processing is an ongoing operation, so there always should be current data available to describe clients and also to indicate employment needs and projections. The relationship of the information processing subsystem to evaluation is shown by the feed-forward signal path which comes from (2.1.2) and goes to (7.2.2).

In the delivery system model, the introduction to the function GATHER/MEASURE DATA (7.2.2.) is accomplished by telling what this function involves and why it is important. This will be followed by telling just what measurements or data gathering will be done to collect data on input, output, process, and outcome variables. The next step is to describe data gathering for the input variables (7.2.2.1).

GATHER/MEASURE INPUT DATA (7.2.2.1). The process of gathering and measuring input data refers to collecting and measuring data in an organized way to describe the input variables.

At the initiation of the program, data must be recorded on the input variables listed in (7.1.1). This includes baseline data on client knowledge, skills, and attitudes. These data must be related to decision-making, employability skills, work attitudes and values, civic and social responsibilities, and self-fulfillment since these are the major goals of adult career education.

It also is important to gather data on employment projections, occupational demands, and statistics on the system parameters. Before administering any instruments, a check should be made to see what data already are available in the data bank (2.1.2). These data should be fed forward in the process of gathering data. Where data are not available, the instruments which were selected or constructed in (7.2.1.1) for measuring input variables should be administered. Input measurement data are basic to all measurement and evaluation. Measurement of input at the starting point of the program must be made or there will be no way of knowing the amount, direction, and nature of change, and the relationships of the client changes to the process variables.

In the delivery system model, the function GATHER/MEASURE INPUT DATA (7.2.2.1) is accomplished be telling what is meant by this function, why it is important, and, then, describing the procedures which will be used and the schedule that will be followed for gathering and measuring data on the input variables. The next step is the gathering and measuring of output data (7.2.2.2).

GATHER/MEASURE OUTPUT DATA (7.2.2.2). The process of gathering and measuring output data refers to administering instruments and gathering results related to output variables. The output variables identified in (7.1.1) are the knowledge, skills, and attitudes of the clients after participation in a specified program of adult career education.

This is important since it is this function which measures the results of training and development. The most appropriate instruments possible, identified in (7.2.1.2), must be employed. To be appropriate means that when measurements are taken, results will be available to show the knowledge, skills, and attitudes of the clients. The measurements must be made in strict accordance with the directions for administration of the instruments. The gathering of data must be organized. The relationship between input and output data is critical for the purpose of evaluation. The number of training program certificates or the number of learners passing a GED test will not constitute valid measurement data. Output data must be in terms of knowledge, skills, and attitudes of learners at the end of a specified program of adult career education. It is a major fallacy in evaluation to speak of the number of graduates or the number of course completions, rather than knowledge, skills, and attitudes of the clients. The outputs are the client behaviors that the program was intended to produce. Output data are vital in that they give quantitative descriptions of the changes in behavior of the clients.

In the delivery system model, the function MEASURE/GATHER OUTPUT DATA (7.2.2.2) is accomplished by telling what is meant by the function, establishing its importance, and listing the instruments to be administered and the schedule of testing for each of the output variables defined in (7.1.1). The next step is that of gathering and measuring process data (7.2.23).

GATHER/MEASURE PROCESS DATA (7.2.2.3). The function of gathering and measuring process data refers to the collecting of facts and making tests in relation to the activities and elements used to help in achieving the desired outcomes of the program. The process variables are defined in (7.1.1). Data will be gathered in relation only to these variables. Process variables include the designs for using system elements, such as staffing patterns, locale usage, hardware and software usage, community participation, and climate. Process variables also include patterns for articulating the adult career education experiences from pre-sentence to post-release, and the patterns for integrating experiences across all stages of career education from awareness to follow-up involving all units, departments, personnel, and functions of the corrections setting.

Process variables relate to the ongoing program operation and include community participation, combinations of hardware and software, combinations of methods and techniques, and patterns of staffing which were implemented to achieve the desired changes in behaviors of clients. In the program implementation stage described in (6.0), specifications are given for hardware and software, staffing patterns, locale, utilization, and scheduling of time. These factors must be taken into account in measuring the process variables. The measurement of the process is the systematic gathering of quantitative data to describe the variables.

Gathering and measuring data relating to the process are important since the data which are provided through these means provide the basis for what is called formative evaluation; that is, interpreting the effectiveness of the program while it is in operation in order to make changes and improvements. Each adult career education experience specified in the program plan in (6.2) must be assessed at the time it is used. Data from these ongoing assessments provide the basis for making decisions about changes while the program is in operation. It is important to collect data systematically to provide a basis for interpreting results and also to give directions for improvement. The best way to gather information on the process is to list the process variables which are identified in (7.1.1), list the kind of data required for each variable, list the sources for obtaining data for each variable, and specify the time schedule. Measurement of process variables is accomplished by using instruments which were constructed in (7.2.1.3) and may include interview and survey techniques and/or instruments such as checklists, case study guides, and rating forms.

In the delivery system model, the function GATHER/MEASURE PROCESS DATA (7.2.2.3) is accomplished by telling what is meant by this function, establishing its importance, listing the instruments and techniques that will be used and the schedule which will be followed to gather data relating to each of the process variables specified in (7.1.1). The next step concerns gathering and measuring outcomes data (7.2.2.4).

GATHER/MEASURE OUTCOMES DATA (7.2.2.4). Gathering and measuring outcomes data is the process of collecting data to describe long-term effects of the program in terms of the client knowledge, skills, and attitudes. The gathering of outcomes data typically is called follow-up. This is not to be confused with the fifth stage in the career education sequence which is concerned with continuing growth of the individual in terms of his or her vocational, avocational, citizenship, social, and personal pursuits and roles.

The gathering of outcomes data is the most critical of all the elements in evaluation since it is the long-term effects which really are at the heart of the system. There is great concern over the results of the program during and at the termination of the program cycle. The main purpose of follow-up is to see if clients are equipped with the specified knowledge, skills, and attitudes that will implement these behavioral attributes in the kinds of vocational, avocational, citizenship, social, and personal pursuits and roles which result in individual well-being and social welfare. The gathering of outcomes data is facilitated by the management function concerned with liaison to the community, particularly the public relations function (6.1.1.3). The test of the program and the system comes when the outcomes are looked at to see the extent to which the concept of adult career education, as developed in the conceptual frame of reference in (1.0), becomes a reality. Measurement of outcomes is important because this tells whether the elements of the career education system have the long-term effects desired after the clients have completed the adult career education program. Outcomes should be measured periodically following program completion. Measurements related to outcomes are tied closely to the concept of career development as a continuing process in which the individual continues to grow and develop throughout life. Adult career education cannot justify its existence without the measurement of outcomes.

In the delivery system model, the function GATHER/MEASURE OUTCOMES DATA (7.2.2.4) is accomplished by telling what is meant by the function, establishing its importance, and describing the plan for gathering and measuring outcomes, including listing of instruments, techniques, and the schedule for data gathering. The next step will be to analyze the data which were collected in (7.2) and this is done in (7.3).

ANALYZE MEASUREMENT DATA (7.3)

Analyzing measurement data is the process of organizing and interpreting the data relating to input, output, process, and outcome variables. It is in this function of analyzing the measurements that data are converted to information which should enable decision-making that will result in improved adult career education programs in corrections.

This important function converts quantitative data into information for decision-making. In judging the relative strengths and weaknesses of the components of the system for adult career education in the corrections locale, value judgments will be made. It is essential that a team approach be used in this stage of the system. The data collected in (7.2) are organized and processed in (7.3.1), and interpreted in (7.3.2). Evaluation determines the extent to which management and program objectives have been achieved, and points out the ways in which the process contributes to achievement of intended outcomes. Evaluation identifies the strengths of the system, and allows decision-makers to eliminate from the system anything which does not complement or support the management objectives. Management has the responsibility to see that evaluation takes place on a continuing basis. Only in this way can corrections be made before negating factors become entrenched and difficult to correct. The analysis of data is critical to a system of evaluation that will maintain accountability and get the continuing support of government, community, and private citizens for adult career education in corrections. The analysis of measurement data is the means to systematically process quantified data. This analysis can be done by hand or with computers. The analysis will be accomplished by organizing data (7.3.1) and interpreting data (7.3.2).

In the delivery system model, the introduction to the function ANALYZE MEASUREMENT DATA (7.3) is accomplished by telling what this function is, and why it is important. Next, the data must be organized and processed (7.3.1).

ORGANIZE/PROCESS DATA (7.3.1)

The organizing and processing of data consists of the activities involved in tabulating and categorizing the results from testing and other records relating to program operation into a logical, systematic format for use in interpreting system effectiveness and efficiency. It is important to determine the statistical techniques to be applied that will produce appropriate information useful to decision-makers in establishing program effectiveness and in making program improvements. The information must relate, in terms of input, process, output, and outcomes, to the management subgoals.

In the delivery system model, the function ORGANIZE/PROCESS DATA (7.3.1) is accomplished by telling what is meant by this function, establishing its importance, and describing both the plans for organizing the data and the statistical treatments which will be made. Once this is completed, the data can be interpreted (7.3.2).

INTERPRET DATA (7.3.2)

Interpreting data is the process of converting data into information which can be used for decision-making. This involves making qualitative judgments about the quantitative data. Interpretation means to find the real meaning. To interpret data means to find out not only that certain expected or unexpected outputs and outcomes were indicated in the comparison, but that these outcomes and outputs are the result of or are related to various elements in the process, such as the system elements, the learning activities, or the hardware and software.

In interpreting the data, it will be necessary to take into account the input variables, and also to consider the measurement process to see if the instruments were, in fact, selected properly, used properly, and had appropriate analysis. In making the interpretation, it is important to consider the environment in which the system was operating.

An accurate evaluation of the adult career education system in any setting cannot be made without a careful interpretation of the data which are gathered. The interpretation will reflect the subjective judgments and value systems of the evaluators. It is important, therefore, for the evaluation team to make an effort to be as objective as possible, and to state openly the frame of reference or value system from which the evaluators are working. It is highly recommended to have self-evaluation as well as an outside evaluation. The self-evaluation should be on-going and will be giving valuable information for use in making improvements while the system is operating. The outside evaluation has the advantage of being freer from bias than the self-evaluation, and also often points up strengths as well as deficiencies which go unnoticed by the self-evaluation team. Although the same data can be used by both self-evaluation and outside evaluation teams, the interpretations may differ. It is absolutely essential that every effort be made to obtain as fair and honest an evaluation as possible. There is nothing to be gained by attempts to dictate the outcomes of the evaluation because of a desire for justifying an increased budget, new facilities, or more equipment.

In the delivery system model, the function INTERPRET DATA (7.3.2) is accomplished be telling what is meant by this function and its importance in the particular setting where the delivery system will operate. Finally, guidelines should be given for interpretation, including specifications for self- and outside evaluations, as well as a time schedule. Recommendations for members on a self-evaluation team should be given.

The next step is to give directions concerning preparation and presentation of the evaluation report (7.4).

PREPARE/PRESENT EVALUATION REPORT (7.4)

Preparing an evaluation report refers to the process of writing a narrative with accompanying illustrations, charts, diagrams, figures, and/or tables to describe in clear and concise terms the purpose, methods, and results of the evaluation.

It is important to prepare and present the evaluation report. Accountability is established only to the extent that evidence is presented on the attainment of expected or promised results. Whether evaluation is internal and carried out by the self-evaluation team, or external and done by an outside evaluator, a comprehensive and easily understandable report must be prepared and presented. The two steps involved are writing the report (7.4.1) and than actually presenting the report (7.4.2).

In the delivery system model, the introduction to the function PREPARE/PRESENT EVALUATION REPORT (7.4) is accomplished by telling what this function involves and why it is important. The next step is to actually give directions for writing the report (7.4.1).

WRITE EVALUATION REPORT (7.4.1)

To write a report means to prepare an informative document in clearly understandable language which gives the decision-maker a basis for making decisions about program modifications or system adjustments, as well as establishing accountability. The writing of the report, whether done by a member of the staff or by an outside evaluator, should include information on input, output, process, and outcomes variables. The report should include a description of the background against which the evaluation was made, the objectives of the evaluation, the objectives of the system, the variables involved in the program implementation, and the results. Finally, the results should be interpreted and the report should contain conclusions and recommendations.

Writing the report is important. The best data collection and processing are worthless if findings are not interpreted accurately and reported in such a way that decision-makers can understand the implications. It is important that as little bias as possible be allowed to enter into the report writing. The report should present factual data, and then give interpretations of the facts. The kind of report which is most useful to decision-makers contains cost-effectiveness information.

In the delivery system model, the function WRITE EVALUATION REPORT (7.4.1) is accomplished by telling what is meant by this function, establishing its importance, and giving an outline of what will be expected in the report. It is also necessary to designate the person (or position) on whom responsibility for report writing rests as far as the self-evaluation is concerned. The next step is to give guidelines for presenting *the report (7.4.2).*

PRESENT EVALUATION REPORT (7.4.2)

The presentation of the evaluation report is the process of disseminating the information carried in the written report. This can be done orally or by transmitting the written report. Ideally, presentation will be a combination of both.

The importance of presenting the evaluation report cannot be overemphasized. The way in which the evaluation report of the adult career education system in the corrections setting is disseminated will determine the impact evaluation will have on the total system operation. When evaluation reports are used to provide feedback so all elements in the system are involved, there is every reason to expect an increase in staff morale and an improvement in administration, as well as continuing improvement in the system operation with ultimate benefits to society and the clients of corrections. A systematic plan for dissemination is needed. It is important that the evaluation report be made public. An effective presentation technique is to extract the highlights from the report and prepare visuals for use with an overhead projector. The results of the report should be presented as simply and vividly as possible to all staff involved, as well as to the power structure and representatives of various groups in the community.

It is primarily from the results which are presented in the evaluation report that quality control is maintained in the system. What is in the report can cause changes in every part of the system operation. The results may suggest a change in the conceptualization of an ideal system (1.2), or a change in what constitutes assessed needs (3.3). The results of the evaluation, feeding back to the information processing system (2.0), will make changes in the data bank. It is entirely possible that some changes may be made in management subgoals or performance objectives (4.2). It is conceivable that an evaluation report might point up that failure to achieve desired results was the fault of inadequate or unrealistic objectives rather than a malfunction in the system operation. The evaluation can have profound effects on the system design or plan which was formulated in (5.6). The program operation, undergoing continuous evaluation, is influenced not only by the final evaluation report, but by all preliminary reports as well.

In the delivery system model, the function PRESENT EVALUATION REPORT (7.4.2) is accomplished by telling how the presentation of the reports--both final and preliminary--will be accomplished and who will be responsible for dissemination of this vitally important information in the corrections setting where the delivery system is operating.

Conclusion

The three major stages in a systems approach are planning, implementation, and evaluation. These are interrelated functions. The evaluation stage is vitally important to both planning and implementation. As the plan is being developed, exploratory tests are made of the various design elements; and as the programs which make up the total system are put into operation, evaluations are made of each program. Finally, the field test is made under real-life conditions when the complete system is operating. The results of these evaluations can have the effect of making modifications to improve planning, as well as making modifications to improve the system implementation. The ultimate payoff will be in the form of benefits to society as the mission of corrections is accomplished more efficiently and more effectively.

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APPENDIX A

GLOSSARY OF TERMS

This glossary is intended primarily for those who have had little formal training in systems approach to adult career education in corrections. Therefore, some of the definitions may not meet the more exacting requirements of the professional disciplines. Most of the definitions are discussed elsewhere in the book, thus, the definitions in the glossary are brief.

Accountability
The state of being responsible for results.

Administration
The planning, organizing, developing, scheduling, coordinating, staffing, budgeting, and decision-making activities conducted for the purpose of directing the operation of a given unit.

Adult Career Education
A comprehensive, systematic and cohesive plan that provides the basic knowledge, skills, and attitudes to plan and prepare adults for meaningful and satisfying roles as working members of society.

Adult Career Education in Corrections
The process of developing or changing behaviors of correctional clients through purposefully created experiences and planned environments to prepare them for personally satisfying and socially productive roles.

Affective Domain
The area of behavior which involves the emotions as they pertain to receiving, responding, valuing, organizing and characterizing information.

Allocation of Funds
The assignment of funds for specific purposes to support the adult career education plan.

Analysis
The process of identifying a whole, separating it into its component parts, relating the parts to each other and to the whole, and considering the limits so the parts do not lose identity.

Analysis of Data
The process of identifying the basic subsystems of information, separating the data into these categories, and determining the relationships among the information categories.

Analysis of Essential Contributing Elements
The identification of what is taking place and what the existing situation is with regard to elements or functions which are considered necessary for the operation of a delivery system.

Attainability
The extent to which a solution can become a reality.

Basic Assumption
An underlying principle or belief.

Behavior
Those activities which can be either observed or inferred by another person and which constitute the cognitive, affective, and psychomotor aspects of performance in which individuals engage.

Behavioral Objective
A collection of words describing a specific, pertinent, attainable, measurable, and observable behavior expected to result after undergoing planned learning experiences. Behavioral objectives identify and name desired behavior, describe the conditions under which the behavior will take place, specify limitations or constraints, and specify acceptable levels of performance.

Brainstorming
A group process involving spontaneous and rapid creative thinking and verbalization of ideas about a predetermined topic.

Budget
A systematic way of allocating and expending funds to achieve a given purpose.

Career
The totality of jobs or job-related experiences in which a person engages over a life-time, and which contribute to the development of a self-concept.

Career Awareness
The first of five stages of career development. This stage is concerned with developing (a) an awareness of the range of careers, (b) self-awareness, and (c) self-understanding.

Career Exploration
The second stage of career development; involves providing learners with opportunities to explore a variety of career options.

Career Development
The lifelong process through which the individual realizes his or her full potential and achieves self- and career identity. Career development involves five stages: career awareness, career exploration, career preparation, placement, and followup.

Career Preparation
The third stage of career development; involves providing training/skill development programs to learners which are oriented to the economy in the free world and which will prepare learners for job placement.

Civic-Social Responsibility Goal
The development of capabilities for interacting in successful and responsible ways with others in home, work, and community settings.

Client Needs
The differences between what the clients are actually like and the way they would be ideally.

Climate for Growth
The motivational effect of the total environment on the client; the combined impact of physical and psycholcgical factors.

Clusters
Categories of occupations requiring similar knowledges and skills. The U.S. Office of Education has identified 15 clusters into which all occupations can be conceptually subsumed.

Co-Corrections
The delivery of correctional programs to male and female offenders in a common setting.

Cognitive Domain
The area of thought that involves the following levels: knowledge, comprehension, application, analysis, synthesis, and evaluation.

Community
A geographic area circumscribed by identifiable boundaries. Three communities are involved in adult career education in corrections: the community immediately adjacent to the corrections setting, the post-release community, and the community within the institution.

Community Data
Data regarding the environment of the corrections setting, including the community immediately adjacent to the corrections setting, the post-release community, and the community within the institution.

Community Program
The educational services/programs existing or developed in the community which can be used to support the adult career education goals and deliver adult career education to corrections clients.

Computer-Assisted Instruction
Individualized instruction provided by a computer or electronic teaching machine which stores programmed material and gives it to the learner step by step.

Conceptual Model

A generalized process model describing a process operation which can be replicated in many conditions and settings. A conceptual model identifies the essential elements or functions which must be implemented to achieve an effective program operation. A conceptual model is used for simulation, either with a computer or by verbal walk-through.

Constraints

Known restrictions and obstacles which can hinder progress in the design, development, operation, or maintenance of a system; obstacles standing in the way of realizing the system mission or of accomplishing the performance objectives of a system.

Contingency Rewards

Rewards which clients can receive contingent upon successful completion of specific tasks.

Correctional Education

Education directed to and designed for changing behaviors of the offender population of a correctional institution.

Corrections

That part of the justice system concerned primarily with protecting society from further wrongs, and changing the behaviors of individuals found guilty of prior wrongs and transgressions through violation of moral, legal, and ethical codes. Corrections seeks to redirect these individuals to enable them to play constructive, productive roles in society.

Corrections Setting

The sum total of institutional and community environments in which treatment and custodial functions are implemented and correctional services are provided.

Curriculum

The totality of learning experiences and environments purposefully created and contrived to bring about desirable changes in the behaviors of a given population of learners.

Curriculum Guide

An organized description of desired outcomes together with the learning experiences which will be provided to achieve the client objectives; it will contain learner subgoals and curriculum objectives, methods and techniques, scope and sequence of material to be covered, and the specific units which make up the total curriculum.

Data

Quantitative statistics derived through administration of measurement techniques and instruments.

Data Storage
Holding data in a standardized form so they are accessible, flexible, maintainable, and secured.

Decision-Making Goal
The development of decision-making capabilities. This refers to having the ability to make choices and develop a sense of critical evaluation of these choices in terms of consequences.

Delivery System
An organization made up of a number of related parts or functions which work together to achieve a stated mission or to produce identifiable objects, actions, and/or information. The products of a delivery system of adult career education in corrections are offenders who have been changed or corrected by participation in experiences specified in the system design.

Descriptor
A phrase of five or fewer words printed in upper case letters (ESTABLISH CONCEPTUAL FRAMEWORK) which appears in a function box in the flowchart and in the accompanying narrative and which describes the function or element in a system.

Education
A process of changing behaviors of an individual in desirable directions. As part of the treatment function in a corrections system, education is planned and directed, with experiences specifically created and environments purposefully contrived, to bring about specified behavior changes in the offender population.

Employability-Skills Goal
The development of skills required for gaining and maintaining gainful employment. This involves securing and maintaining a job.

Enabling Legislation
Legal authorization for carrying out the activities necessary to implement a plan.

Encumbered Funds
Funds (monies) already allocated but not yet spent.

Environment
The totality of surrounding geographic, psychological, political, social, and cultural conditions within the institution, or in the immediate locale surrounding the institution, or in the post-release communities; the context in which a system operates, from which it receives its purpose and resources, and to which it is responsible for the use of resources and for the adequacy of its output.

Essential Contributing Elements
Elements necessary for the operation of a delivery system of adult

career education in corrections: community, locale, climate, staff, budget, hardware/software, and programs.

Evaluation

A process of interpreting quantitative data to provide a basis for making decisions about the value or worth of an object, action, or concept.

Expending Funds

Spending the monies which have been allocated in order that the plan can be implemented.

Facility

An installation or architectural product in which a program will be implemented, including requirements for storage, ventilation, acoustics, color, lighting, and electrical outlets.

Failure-Oriented

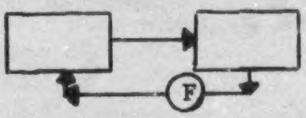
An attitude of those people who have failed so often in so many areas that they come to expect to fail in any situation.

Feasibility

The degree to which reaching the objective is possible.

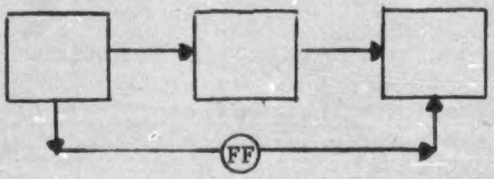
Feedback

The output from one function which goes back along a signal path to an earlier function which it enters as input and upon which it exerts an effect. It is shown with a capital F inside a circle:



Feedforward

The output from one function which goes forward along a signal path to a later function which it enters as input and upon which it exerts an effect. Feedforward is used only when information, actions, or objects from one major subsystem to another subsystem bypass a major subsystem on the way. It is shown with a double F inside a circle:



Finances

Monetary resources to support the system.

Flowchart Model

A graphic analog which describes the flow of actions, information, objects between and among functions and specifies functional relationships. Descriptors appearing in rectangular boxes identify the functions and the direction of the relationship is shown by signal paths.

Followup

This term has two meanings:

1. The process of organized, regular contacting of people who have left a program, for any reason, in order to determine long-lasting effects of a program.
2. Providing continuing support and assistance to help the individual adjust and advance in occupational roles in the free world.

Formative Evaluation

Evaluation carried out as an on-going operation for the purpose of providing direction to guide improvements during the operation of a program; it detects problems and provides feedback to enable continuous assessment of the way each component of the system is functioning.

Function Box

A rectangle in a flowchart model, together with a descriptor and a point numeric code, depicting the function or part of a system:

DEFINE BASIC CONCEPTS
1.1.2

Functions

Specific activities carried out in designing, developing, and maintaining a system in order to facilitate the attainment of the objectives of the system; parts or elements of a system.

Gathering Data

The process of collecting or getting data together in an organized manner.

Goal

A description of general intent or desired outcome. A goal sets the direction and indicates the general nature of the desired outcome, but does not specify the characteristics of the expected products. It is the purpose for which an organization exists.

Goals of Adult Career Education in Corrections

The five goals of adult career education in corrections are the desired behaviors which can be developed in the offender population. They are: (a) Decision-Making, (b) Employability Skills, (c) Civic-Social Responsibility, (d) Work-Attitudes, and (e) Self-Fulfillment.

Group Instruction

The delivery of learning experiences to two or more learners at the same time; they are taught as a group and are expected to react as a group.

Guidance

The services provided to individuals or groups to maximize and facilitate learning and direct behavioral change in desirable directions.

Hardware

The equipment used in an educational program, including machines, physical equipment, and audio-visual devices that perform a physical function in the presentation of educational software.

Ideal Outcomes for Clients

The knowledge, skills, and attitudes clients will have upon release from the system.

Implementation

The process of putting into operation the plan developed as part of the delivery system model.

Implementing the Management Function

Carrying out the activities of system organization and administration.

Individualized Instruction

The process wherein an educational program is prescribed for and presented to an individual to attain his/her educational goals and objectives.

Information Needs

Instructive knowledge which must be available to form a basis for making decisions and providing justification for these decisions.

Input

Whatever becomes subject to the system, or the material upon which the system operates; action, information, or objectives which go into and contribute to the working of a function or element in a system.

Input Variables

The knowledge, skills, and attitudes of clients at the time the program is initiated.

Institutional Setting

The physical, social, psychological, and economic factors that influence system operation. It is made up of two parts, the institution proper and the nearby community which serves the institution.

Instruction

The process of purposefully contriving environments and creating experiences to bring about desired changes in the behaviors of individuals.

Instructional Goals
Statements of general intent to be realized as a result of planned educational intervention.

Instructional Objectives
Behavioral objectives which state the intended outcomes in terms of behaviors for a particular group of learners, following a specified set of learning experiences, under specified conditions, and at defined criterion levels.

Instruments
See Tests.

Interpreting Data
The process of converting data into information which can be used for decision-making.

Job Description
A statement describing duties, qualifications and other factors of jobs.

Learning Laboratory
A unique environment which is characterized by an assemblage of self-instructional programs, a varied curriculum, flexible scheduling, and self-management by objectives.

Learning Resource Center
A centrally located room or series of rooms wherein there is housed all the hardware and software needed to carry on a multi-level, multi-subject, multi-media educational program.

Learning Task/Learning Experience
An activity designed to provide the learner an opportunity to develop the behaviors specified in the lesson objective. The learning tasks/experiences are made up by describing the method/techniques implemented by the teacher in relation to hardware/software and the learner.

Lesson Plan
The logically organized written presentation to guide the instructor in teaching a component of an instructional unit. The plan contains the stated behavioral objectives, descriptions of learning tasks/experiences, and evaluations to achieve objectives. The time required and materials/equipment needed are specified.

LOGOS
Language for Optimizing Graphically Ordered Systems; used in flowchart modeling.

Locale
The area(s) in which the planned adult career education experiences are provided.

Mission
A statement of what the system is to do to solve a given problem, when and where this is to take place, and the end products of the system operation. It is an expression of purposes and intended outcomes.

Mission of Corrections
The protection of society and the rehabilitation or redirection of clients.

Model
A copy of something which differs from the real thing in size or form, but maintains all the elements and relationships between and among the elements.

Modeling
The process of producing highly simplified, but controllable versions of real-life situations, actions, or objects.

Narrative
Written information giving the specifications and describing the operations and activities which must be carried out to organize, administer, and provide career education for the clients in a given corrections setting; a blueprint for action.

Needs
The discrepancies between what is and what is desired; differences between the real and the ideal.

Objective
A statement that describes in observable and measurable terms the expected output performance or the product of the system.

Offender Population
The total number of individuals sentenced to a given institutional jurisdiction for the purpose of correction.

Open Entry-Open Exit
Programs without specified starting and stopping dates. In an open entry-open exit program, offenders can enroll at any time and terminate at any time.

Organizing and Processing Data
The tabulating and categorizing of results from testing and other records related to program operation, into a logical, systematic format for use in interpreting system effectiveness and efficiency.

Outcome Variables
The long-term results which can be observed as the clients interact

with post-program environments. Recidivism statistics would constitute one kind of outcome variable.

Output Variables

The knowledge, skills, and attitudes clients have at the termination of a program.

Parameters

Specifications or requirements to be met in accomplishing the desired end. Every system has specifications which are essential characteristics or conditions established in the design and operation of any system, and which can be quantified by numerical values. Parameters are fixed, but numerical values may change.

Performance or Management Objective

The objective which is the measurable outcome expected to be accomplished by management.

Philosophy

A set of beliefs conceptualizing the ultimate truths or ideals in reference to a specified situation. For example, a person can have a philosophy of life; there is an educational philosophy; there is a corrections philosophy.

Placement

The fourth stage of career development; the securing of jobs for released clients of corrections; the placing of clients in educational/training programs.

Point Numeric Code

The decimal numbering code which appears in the lower right-hand corner of each function box identifying the functions and elements that make up the major functions:

Post-Release

The period of time after the offender is released from the institution through discharge, parole, furlough, or work-release.

Post-Release Community

The geographic region or regions to which the major portion of the offenders go upon release from the institution.

Posttest

A test given at the conclusion of a program to determine changes in the behaviors of the learners.

Prerequisite Test

The process of obtaining a sample of the learner's behavior or an inventory of his/her characteristics to be used in deciding whether or not he/she possesses the required background knowledge, skills, and attitudes for successful participation in the curriculum.

Pre-Service Training
The planned program of activities designed to orient the new employee and provide him/her with knowledge, skills, and attitudes for effective performance.

Pretest
A test given at the beginning of a program to provide information about the extent to which the learners have achieved the curriculum objectives before participating in the program. The pretest measures knowledge, skills, and attitudes.

Prioritize
To place in order according to importance.

Process System Information
To carry out a series of planned acts or operations concerned with analysis of data leading to the communication of knowledge about the organization or structure of adult career education in the corrections setting.

Process Variables
All the parts of the various programs which combine to make up the total operation system. These include staffing patterns, method-and-techniques combinations, organizational structure patterns, and facilities.

Program Outline
A summary of all programs in the system, both in the institution and in the community. The program outline identifies where each program will be offered and briefly describes each.

Psychomotor Domain
The responses which are habitual and sequential with the order of response partially or wholly determined by sensory feedback from preceding responses. These include muscular motor skills, manipulation of materials and objects, or some act which requires neuromuscular coordination.

Rank Ordering
The process of listing items according to relative ratings, from lowest to highest.

Rationale
The reason for doing something, or the justification for a course of action. It involves examination of underlying principles.

Real-Life
The actual as compared to the ideal or the representation as in the model. It is what is, not what one would like it to be.

Recidivism

The re-entry to a correctional institution of a former offender.

Reliability

The degree of dependability which can be attached to an operation, test, object, activity, or material.

Research

A process of sequentially related, systematized activities conducted to find answers to questions and produce information related to problems or questions in a given area.

Selection

The process of choosing particular individuals from among those potentially available for specified assignments on the basis of defined criteria.

Selection Criteria

The conditions of prior background required for entry into a program. These conditions are determined by characteristics requisite for successful achievement of program objectives, and are stated in terms of concepts, skills, knowledge, and attitudes, rather than courses already taken.

Self-Evaluation

Determination of the value and worth of a system by those involved in the system design and operation.

Self-Fulfillment Goal

The development of feelings and overt behaviors which reflect a positive self-image, and the acquisition of knowledge, skills, and attitudes which make it possible for the individual to realize his or her full potential.

Self-Image

The feeling a person has about himself/herself.

Sequence

The systematic order or arrangement of activities to be compatible with the way individuals learn; the timeline specifying the way in which the content is arranged.

Signal Path (⟶)

A path through which output from one function feeds to another function as input. It describes the flow of actions, information, or objects between and among functions and specifies functional relationships among the elements of the system.

Simulation

A process for testing a model or for processing data through the model, to see if it produces predictable results, by walking through the model or making a trial run.

Social Interaction

The process by which people live, interact, and associate with others, including group dynamics, leadership, morale, productivity, communication, sensitivity, social class and structure, roles and status. It is important in a corrections system because of the tremendous peer group influences in the correctional setting.

Software

Teaching materials and supplies, including various media that require hardware for presentation, such as films, tapes, slides, loops, cassettes, and records; and those that do not require hardware, such as texts, workbooks, models, blackboards, maps, graphs, posters, and magazines.

SPAMO

A test devised for evaluating behavioral objectives against five criteria. This quality test is an assessment of the extent to which the objective is Specific, Pertinent, Attainable, Measurable, and Observable.

Staff

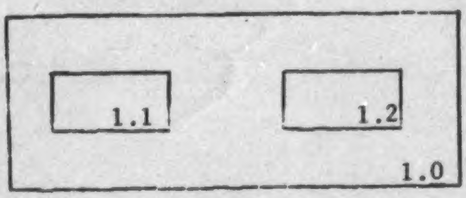
All individuals who interact with clients within the setting in which the system operates. It includes both paid and volunteer workers.

Staffing

The process of recruiting, selecting, and training individuals who will perform tasks that will make it possible to accomplish the goals of an organization.

Sub-Function

Elements which combine to make up each major function; indicated in a flowchart model by point numeric codes, i.e., (1.1), (1.2), etc.:



Subgoals

The components of goals. Subgoals are more precise than goals and are specific to a specific institution's or agency's assessed needs.

Subsystem

A part of a system comprised of two or more components with a purpose of its own and designed to interact with its peer subsystems in order to attain the overall purpose of the system.

Summative Evaluation

Evaluation of the terminal product which provides the judgments concerning the degree to which program objectives have been accomplished.

Synthesis

The process of identifying parts, relating parts to each other, and combining them to create entirely new wholes which will accomplish a predetermined mission.

System

An organization or structure of an orderly whole composed of a number of elements related in such a way that each element and the totality of all the parts work together to accomplish the mission of the organization or structure.

System Element

A necessary part of the system, without which it could not operate. Elements serve the purpose of determining what must go into the operation of the system in order to insure delivery of a program. The system elements for adult career education in corrections are: community, locale, climate, staff, budget, hardware/software, programs, and clients.

Technique

The ways in which the learning task is managed to facilitate learning, i.e., presentation, participation, discussion, simulation, skill practice.

Tests

Standardized situations or materials designed to elicit samples of objects, information, or behavior in order to determine the extent to which the objectives or purposes of the item are being achieved.

Tradeoff

The process through which constraints and assets are balanced against each other.

Training

The process of preparing workers to do their jobs well by developing skills for effective work, knowledge for intelligent action, and attitudes for enthusiastic motivation.

Unit

An organized sequence of lessons including learning experiences on a specified content area to achieve defined learning objectives. The unit plan is used by staff for implementing and achieving philosophies, goals, and subgoals of the curriculum.

Validity

The extent to which an operation, test, object, activity, or material can accomplish what it is supposed to do.

Values

Constructs with cognitive and affective aspects which exert directive influences on an individual; characteristics which shape the behavior of the individual. Values constitute the desired, the objects, states, or actions to which worth is attributed.

Variables

Changeable conditions needed to be known if not controlled.

Volunteer Services

Material or physical contributions of individuals performed or provided for an institution without compensation.

Work-Attitudes Goal

To become familiar with the values of a work-oriented society, to integrate these values into one's life in such a way that work becomes possible, meaningful, and satisfying to each individual.

APPENDIX B

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APPENDIX C

CAREER EDUCATION-RELATED PERIODICALS

Abstracts of Instructional Materials in Vocational and Technical Education (AIM)
Center for Vocational and Technical Education
Ohio State University
1900 Kenny Road
Columbus, Ohio 43210

American Education
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

American Vocational Journal
American Vocational Association
1025 15th Street, N.W.
Washington, D.C. 20005

Business Education Forum
National Business Education Association
1201 16th Street, N.W.
Washington, D.C. 20006

Career Education Digest
Education Properties, Inc.
P. O. Box DX
Irvine, California

Career Education News
McGraw-Hill Institutional Publications
230 West Monroe Street
Chicago, Illinois

Career World
Curriculum Innovations, Inc.
501 Lake Forest Avenue
Highwood, Illinois 60040

Industrial Education
CCM Professional Magazines
Box 1616
Riverside, New Jersey 08075

Inform
National Career Information Center
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

Illinois Career Education Journal
1035 Outer Park Drive
Springfield, Illinois 62706

Journal of Career Education
College of Education
University of Missouri
Columbia, Missouri 65201

Manpower
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Occupational Outlook Quarterly
U.S. Government Printing Office
Division of Public Documents
Washington, D.C. 20402

Science
American Association for the Advancement of Science
1515 Massachusetts Avenue
Washington, D.C. 20005

The Vocational Guidance Quarterly
American Personnel and Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

APPENDIX D

DEVELOPMENT OF THE MODEL

This generalized model for planning, implementing, and evaluating adult career education in corrections came about in response to a felt need. The model was developed as a major undertaking of the Adult Career Education in Corrections Program of the University of Hawaii. It was in response to demands from both corrections and adult education for improvements to better meet the needs of society and the clients and staff of corrections that the Adult Career Education in Corrections Program was initiated in July 1972. The program which was established under provision of the Adult Education Act of 1966, P.L. 89-750, Sec. 309, derives its major support from the U.S. Office of Education, Division of Adult Education. Additional support provided from a variety of sources, including the U.S. Bureau of Prisons, Law Enforcement Assistance Administration, state departments of corrections, state departments of education, state and federal prison industries, foundations and private organizations, and corrections institutions, makes this a truly multi-agency programmatic effort to bring about positive change which ultimately will benefit both society and the clients in corrections settings.

The Adult Career Education in Corrections Program is a national effort, implemented within a regional framework with local participation, aimed at equipping clients in the nation's corrections settings with the knowledge, skills, and attitudes for productive participation in society, and providing corrections staff with the opportunity for continuing career development leading to meaningful and rewarding vocational, avocational, social, personal, and civic pursuits. The program provides a systematic approach to personnel training and model design. A basic assumption undergirding the Adult Career Education in Corrections Program is that both training and model design are necessary ingredients for accomplishing the shared mission of corrections and adult education. In the Adult Career Education in Corrections Program, personnel training and model design are closely integrated activities which are carried out simultaneously.

The development of the model with related personnel training involved five steps. The five steps involved in model development are shown in Figure 17.

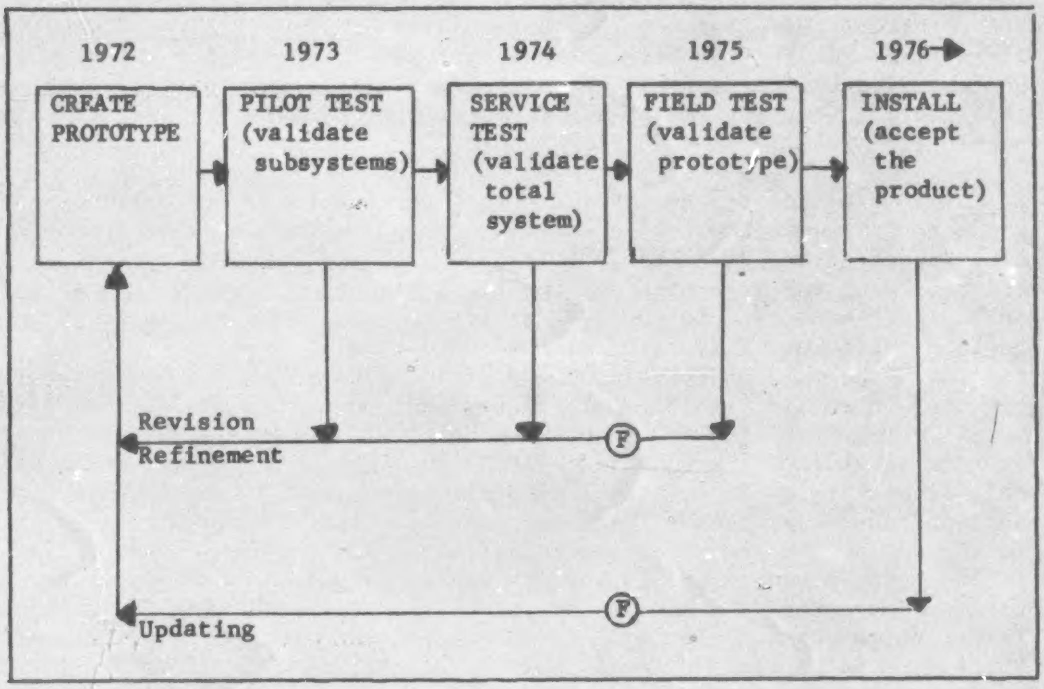
1972
1973
1974
1975
1976
CREATE PROTOTYPE
PILOT TEST (validate subsystems)
SERVICE TEST (validate total system)
FIELD TEST (validate prototype)
INSTALL (accept the product)
Revision
Refinement
F
F
Updating

Figure 17. Steps in model development.

The first version of the generalized model for adult career education in corrections was created in 1972. This was accomplished through a national work conference which resulted in establishing a conceptual framework for the model, followed by a needs assessment and the designing of a model to implement the conceptual frame of reference and meet the assessed needs. The conceptual framework established as a basic premise the assumption that both staff and clients in corrections should be afforded the opportunity to be fully prepared for family, citizenship, social, vocational, and avocational roles. The needs assessment pointed up the lack of integration of experiences in the corrections settings which would contribute to the self- and career development of clients and staff in corrections. It was found that there were virtually no efforts being made to design and implement adult career education programs in corrections settings in which the activities were seen as an integral part of a total system rather than a set of isolated activities.

In 1973 a pilot was made of the first version of the generalized model. The primary purpose of the pilot test was to validate the subsystems; that is, to determine the best possible sequence to achieve the program mission--providing a vehicle for planning, implementing, and evaluating adult career education in corrections. In conjunction with the pilot test, 19 selected corrections staff received advanced training, and 78 received basic training in the use of the model. At the same time, the 78 participants used the experimental version of the model to simulate the real-life situations in 32 corrections settings. The result of the pilot test was three-fold: (a) adult career education for 97 individuals from corrections staff, (b) revision and refinement of the experimental version of the generalized model, and (c) design of models for delivery systems of adult career education in 31 corrections settings.

The next step in the development of the model and the related training activities was the service testing of the revised model and the training at advanced and basic levels of selected corrections staff. Primary focus was on content of the model, as opposed to the emphasis on logical sequencing in the 1973 pilot-testing. This was followed by further refinement and revision. The model was then ready for field testing. The main objectives of the field testing were to determine the usefulness and viability of the revised and refined model in a natural environment, and to measure its cost, effectiveness, and potential in such an environment. The successful functioning of an assembled model, or prototype, in a natural environment is taken as proof of a viable and useful product. The final development phase provided a basis for comparing the product to other products which might be similar in intent, and subsequently, for use in decision-making. This completed the development of the model. It is ready for installation. During the installation phase, which is seen as ongoing rather than a point in time, there must be continuous feedback to keep updating the model.

APPENDIX E

RESOURCE PERSONNEL

The individuals listed below served as resource persons for the Adult Career Education in Corrections Program from 1972 through 1974.

Mr. Edward F. Arbogast, Jr., Associate Warden, Federal Metropolitan Correctional Center, Chicago, Illinois.

Reverend Gervase Brinkman, Chairman, Chaplaincy Committee, Illinois Department of Corrections, Joliet, Illinois.

Mr. Samuel M. Burt, Consultant, National Advisory Council on Vocational Education, Washington, D.C.

Mr. George Cheek, Representative, Science Research Associates, Inc., Midwest City, Oklahoma.

Mr. William C. Collins, Associate Director, American Management Associates, San Francisco Management Center, San Francisco, California.

Ms. Carol A. Cross, Pre-Release Counselor, Ex-Cons For A Better Society, Dayton, Ohio.

Dr. Donald A. Deppe, Director of Educational Services, U.S. Bureau of Prisons, Washington, D.C.

Dr. Simon Dinitz, Professor of Sociology, Ohio State University, Columbus, Ohio.

Ms. Clarrissa D. Drye, Executive Secretary, One America, Inc., Washington, D.C.

Dr. Charles Eckenrode, Assistant Professor of Sociology, University of Georgia, Athens, Georgia.

Mr. J. Clark Esarey, Superintendent of Education, Illinois Department of Corrections School District #428, Springfield, Illinois.

Dr. Rupert N. Evans, Professor of Vocational and Technical Education, University of Illinois, Urbana-Champaign, Illinois.

Mr.Nathaniel A. Fisher, Associate Warden, Federal Reformatory, Petersburg, Virginia.

Dr. Boris Frank, Director, Project 360°, University of Wisconsin, Madison, Wisconsin.

Dr. Feruchio Freschet, Director of Educational Program Services, New England Resource Center for Occupational Education, Newton, Massachusetts.

Dr. John H. Furbay, President, John Furbay Associates, Inc., Forest Hills, New York.

Dr. George N. Green, Associate Professor of History, University of Texas at Arlington, Arlington, Texas.

Mr. Reis H. Hall, Special Assistant to the Director, Federal Youth Center, Ashland, Kentucky.

Mr. Keith W. Hayball, Assistant Chief of Education, California Department of Corrections, Sacramento, California.

Dr. Sidney C. High, Jr., Branch Chief, Program Development and Operations, U.S. Office of Education, Washington, D.C.

Dr. Leonard R. Hill, Chief, Adult and Continuing Education Section, Nebraska Department of Education, Lincoln, Nebraska.

Mr. Ronald Houston, E.O.P. Recruiter, College Ex-Offender Program, San Diego State College, San Diego, California.

Mr. John P. Howard, Adult Education Coordinator, State Department of Education, Oklahoma City, Oklahoma.

Mr. E. L. Imboden, Superintendent, Regional Community Treatment Center, Lexington, Oklahoma.

Mr. Marvin B. Kapelus, Attorney-at-Law, Los Angeles, California.

Mr. Paul W. Keve, Director, State Division of Adult Corrections, Smyrna, Delaware.

Dr. Leonard M. Logan III, Director of Comprehensive Programs, Division of Continuing Education and Public Service, University of Oklahoma, Norman, Oklahoma.

Mr. Boyd Lowe, Representative, Science Research Associates, Inc., Carson, California.

Ms. Sylvia G. McCollum, Education Research Specialist, U.S. Bureau of Prisons, Washington, D.C.

Mr. Leo E. McCracken, Director, Oklahoma Department of Corrections, Oklahoma City, Oklahoma.

Dr. Ellis C. MacDougall, President, MacDougall, Pope, & Medbury, Inc., Columbia, South Carolina.

Mr. Michael McMillan, Area Manpower Representative, Human Resources Development Institute, Fort Worth, Texas.

Mr. William D. Messersmith, Associate Warden, Federal Metropolitan Correctional Center, Chicago, Illinois.

Mr. Winston E. Moore, Executive Director, Cook County Department of Corrections, Chicago, Illinois.

Dr. Norval Morris, Director, Center for Studies in Criminal Justice, University of Chicago, Chicago, Illinois.

Mr. Jerry O. Nielsen, State Supervisor, Adult Education Section, State Department of Education, Carson City, Nevada.

Mr. Philip M. Nowlen, Director, Center for Continuing Education, University of Chicago, Chicago, Illinois.

Mr. John B. O'Hara, Dean of Continuing Education, Kellogg West Center for Continuing Education, California State Polytechnic College, Pomona, California.

Mr. Edward Olvey, Director, Adult Basic Education, State Department of Education, Oklahoma City, Oklahoma.

Mr. Wayne A. Porzelt, Student, Jersey City State College, Jersey City, New Jersey.

Dr. Rex Reynolds, Director, Industrial Relations Center, University of Chicago, Chicago, Illinois.

Dr. Albert J. Riendeau, Chief, Post-Secondary and Adult Occupational Programs Branch, Division of Vocational and Technical Education, U.S. Office of Education, Washington, D.C.

Mr. Alex Rogers III, Detroit, Michigan.

Ms. Sue Romesberg, One America Inc., Washington, D.C.

Dr. Robert H. Schuller, Senior Pastor, Garden Grove Community Church, Garden Grove, California.

Mr. M. Eldon Schultz, Adult Education Senior Program Officer, U.S. Office of Education-Region V, Chicago, Illinois.

Dr. John A. Sessions, Assistant Director of Education, AFL-CIO, Washington, D.C.

Dr. E. Preston Sharp, Executive Director, American Correctional Association, College Park, Maryland.

Mr. William G. Shearn, Manager, Henry Chauncy Conference Center, Educational Testing Service, Princeton, New Jersey.

Dr. Leonard C. Silvern, President, Education and Training Consultants Company, Los Angeles, California.

Mr. George Snow, Director of Adult Basic Education, State Department of Education, Trenton, New Jersey.

Mr. John D. Soileau, Project Officer, Program Services Branch, U.S. Office of Education, Washington, D.C.

Mr. Roy W. Steeves, Assistant Chief, Bureau of Adult Education, State Department of Education, Los Angeles, California.

Mr. James E. Stratton, Chief, Division of Apprenticeship Standards, California Department of Industrial Relations, San Francisco, California.

Dr. Daniel J. Sullivan, Superintendent of Schools, Garden State School District, Trenton, New Jersey.

Dr. Ward Sybouts, Chairman, Department of Secondary Education, University of Nebraska, Lincoln, Nebraska.

Mr. Ronald C. Tarlaian, Program Officer, State Institutional Programming Section, U.S. Office of Education, Washington, D.C.

Mr. David J. Valler, Columnist, Detroit News, Dearborn, Michigan.

Dr. Barbara B. Varenhorst, Consulting Psychologist, Palo Alto Unified School District, Palo Alto, California.

Titles and affiliations are the last listed in this office.

APPENDIX F

NATIONAL WORK CONFERENCE PARTICIPANTS

The 58 individuals listed below were participants in the National Work Conference for Career Education in Corrections held in Chicago, Illinois, October 25-28, 1972.

Dr. Frank P. Besag, Associate Professor, School of Education, University of Wisconsin, Milwaukee, Wisconsin.

Mr. Earl C. Borgelt, Director of Education, Kansas State Industrial Reformatory, Hutchinson, Kansas.

Mr. John P. Braddy, Associate Commissioner for Development, State Board of Corrections, Montgomery, Alabama.

Mr. Richard Bringelson, Coordinator, In-service Agricultural Teacher Education, University of Nebraska, Lincoln, Nebraska.

Mr. John J. Burke, Superintendent, Parole Supervision, Pennsylvania Board of Probation and Parole, Harrisburg, Pennsylvania.

Mr. Ronald C. Burkhart, Director, Community Treatment Center, Detroit, Michigan.

Dr. Lee Cohen, Director, Institute for Research and Development in Occupational Education, City University of New York, New York, New York.

Mr. James J. Currie, Director, Institutionalized Children's Program and Adult Basic Education, Allegheny County Intermediate Unit No. 3, Pittsburgh, Pennsylvania.

Mr. Don A. Davis, Superintendent, Palmer Correctional Center, Palmer, Alaska.

Mr. J. Clark Esarey, Superintendent of Education, Illinois Department of Corrections School District #428, Springfield, Illinois.

Mr. Garry A. Fleming, Specialist, Center for Community Leadership Development, University of Wisconsin-Extension, Madison, Wisconsin.

Mr. Clifford L. Freeman, Human Awareness Consultant, Northwest Area Manpower Institute for the Development of Staff, Portland, Oregon.

Mr. James J. Gioletti, Educator, Illinois Department of Corrections, Pontiac, Illinois.

Dr. Sarah Hall Goodwin, Associate Project Director, Project 360-WHA-TV, Madison, Wisconsin.

Mr. James A. Gotfredsen, Education Director, City-County Workhouse, St. Paul, Minnesota.

Mr. Thomas F. Grogan, Education Supervisor, Reception and Diagnostic Center, State Department of Corrections, Circle Pines, Minnesota.

Mr. Reis H. Hall, Special Assistant to the Director, Federal Youth Center, Ashland, Kentucky.

Sister Mary Caran Hart, Iowa State Penitentiary, Fort Madison, Iowa.

Mr. Arnold J. Hopkins, Assistant Director, American Bar Association Corrections Commission, Washington, D.C.

Mr. Robert Johnson, Vocational Education Counselor, State Board of Vocational, Technical and Adult Education, Madison, Wisconsin.

Ms. Bobbie G. Jones, Student, Roosevelt University, Chicago, Illinois.

Mr. Peter W. Jones, Program Specialist, U. S. Bureau of Prisons, Washington, D. C.

Mr. James R. Kee, Area Adult Basic Education Supervisor, State Department of Education, Moundsville, West Virginia.

Mr. Jerry Keesling, Adult Basic Education Teacher, Indiana Reformatory, Pendleton, Indiana.

Dr. James R. LaForest, Associate Professor and Coordinator of Public Service Education, West Georgia College, Carrollton, Georgia.

Ms. Zorina Lothridge, Detroit, Michigan.

Mr. James R. Mahoney, Project Director, Offender Education in Community Colleges, American Association of Community and Junior Colleges, Washington, D.C.

Mr. Michael J. Mahoney, Project Director, Probation Office, Sixth Judicial Circuit, Royal Oak, Michigan.

Mr. Alfons F. Maresh, Educational Coordinator, Minnesota State Department of Corrections, St. Paul, Minnesota.

Dr. Charles V. Matthews, Director, Center for the Study of Crime and Delinquency, Southern Illinois University, Carbondale, Illinois.

Ms. Sylvia G McCollum, Education Research Specialist, U.S. Bureau of Prisons, Washington, D.C.

Ms. Betty Miller, Director, Career Development Program, American Federation of State, County and Municipal Employees, Washington, D.C.

Mr. Ned E. Miller, Senior Correctional Program Advisor, Law Enforcement Assistance Administration, Atlanta, Georgia.

Dr. Charles R. Moffett, Coordinator, Career Education in Manufacturing Occupations Project, Office of Doctoral Studies, Fairleigh Dickinson University, Teaneck, New Jersey.

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APPENDIX G

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The 162 persons listed below contributed to the development of the Model of Adult Career Education in Corrections through participation in one or more of the seminars of Adult Career Education in Corrections in 1972, 1973, and 1974, which were held in Chicago, Illinois, Airlie, Virginia, Norman, Oklahoma, Pomona, California, and Princeton, New Jersey.

Mr. Mark D. Albert, Accountant III, Department of Institutions and Agencies, Division of Youth and Family Services, Trenton, New Jersey.
Basic seminar participant: Norman, 1974

Mr. Thurman Alley, Director of Vocational Education, Mississippi State Penitentiary, Parchman, Mississippi.
Basic seminar participant: Norman, 1973

Mr. Noel J. O. Amadi, Teacher II, New Jersey State Prison, Trenton, New Jersey.
Basic seminar participant: Airlie, 1973

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Advanced program participant: Chicago, 1972
Advanced program participant: Chicago, 1973

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Basic seminar participant: Airlie, 1973

Mr. V. Clyde Arnspiger, Education Coordinator, Region II, Department of Offender Rehabilitation, Macon, Georgia.
Basic seminar participant: Norman, 1974

Mr. Orville H. Barnett, Correctional Counselor, Federal Penitentiary, Terre Haute, Indiana.
Basic seminar participant: Chicago, 1973

Mr. Charles W. Beaver, Jr., Associate Director, Federal Youth Center, Ashland, Kentucky.
Basic seminar participant: Chicago, 1973

Mr. John J. Bell, Academic Instructor, Missouri State Penitentiary, Jefferson City, Missouri.
Basic seminar participant: Norman, 1974

Mr. Stephen D. Benowitz, Director of Education, Rahway State Prison, Rahway, New Jersey.
Basic seminar participant: Chicago, 1974

Mr. Richard A. Bergen, A.A.A. Team Leader, New Jersey State Prison, Trenton, New Jersey.
Basic seminar participant: Airlie, 1973

Mr. Charles A. Bergstrom, Instructor (Vocational), Marquette Branch Prison, Marquette, Michigan.
Basic seminar participant: Chicago, 1974

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Basic seminar participant: Chicago, 1974

Mr. Laurier L. Boucher, Regional Consultant, Ministry of the Solicitor General, Montreal, Canada.
Basic seminar participant: Chicago, 1974

Mr. Ronald L. Brugman, Teacher, Academic and Special, Safford Conservation Center, Safford, Arizona.
Basic seminar participant: Pomona, 1974

Mr. Charles E. Buchholz, Master Training Instructor, Federal Correctional Institution, Milan, Michigan.
Basic seminar participant: Chicago, 1973

Mr. Joseph W. Burrell, Chief, Career Development, U.S. Bureau of Prisons, Washington, D.C.
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Special delegate to basic seminar: Norman, 1974

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Basic seminar participant: Chicago, 1973

Mr. Daniel A. Castro, Washington Intern in Education, U.S. Bureau of Prisons, Washington, D.C.
Basic seminar participant: Pomona, 1974

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Advanced program participant: Chicago, 1972

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Basic seminar participant: Chicago, 1974

Mr. Estellee Clifton, Prison Vocational Instructor, Pontiac Correctional Center, Pontiac, Illinois.
Basic seminar participant: Chicago, 1974

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Basic seminar participant: Chicago, 1974

Mr. Frank D. Colegrove, School Teacher 10, Michigan Department of Corrections, Lansing, Michigan.
Basic seminar participant: Chicago, 1974

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Basic seminar participant: Princeton, 1974

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Basic seminar participant: Pomona, 1974

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Advanced program participant: Chicago, 1972
Advanced program participant: Chicago, 1973

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Basic seminar participant: Norman, 1973

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Special delegate to basic seminar: Norman, 1974

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Basic seminar participant: Pomona, 1974

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Basic seminar participant: Norman, 1973

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Basic seminar participant: Pomona, 1973

Mr. George H. Eckels, Administrative Lieutenant, Los Angeles County Sheriff's Department, Los Angeles, California.
Basic seminar participant: Pomona, 1973

Mr. Roger V. Endell, Assistant Correctional Superintendent, Eagle River Correctional Center, Eagle River, Alaska.
Basic seminar participant: Pomona, 1973

Mr. Jack Eng, Assistant Director, Adult Education Resource Center,
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Basic seminar participant: Princeton, 1974

Mr. Leonard Ewell, M.D.T.A. Supervisor, Kansas State Industrial Reformatory, Hutchinson, Kansas.
Basic seminar participant: Norman, 1973

Mr. Harry W. Farmer, Assistant Superintendent of Industries, Federal
Penitentiary, Terre Haute, Indiana.
Basic seminar participant: Chicago, 1973

Mr. Nathaniel A. Fisher, Associate Warden, Federal Reformatory, Petersburg, Virginia.
Advanced program participant: Chicago, 1972

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Basic seminar participant: Airlie, 1973

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Basic seminar participant: Norman, 1973

Mr. Donald W. Fredrick, Correctional Counselor, Community Treatment
Center, Detroit, Michigan.
Basic seminar participant: Chicago, 1974

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Correction, Marquette, Michigan.
Basic seminar participant: Chicago, 1973

Mr. Mack R. Garey, Vocational Instructor, West Virginia State Penitentiary, Moundsville, West Virginia.
Basic seminar participant: Airlie, 1973

Mr. Robert F. Gibbs, Director of Education, Auburn Correctional Facility, Auburn, New York.
Basic seminar participant: Airlie, 1973

Mr. Ernest P. Goss, Chief, Industrial Unit Operation, Federal Youth Center, Ashland, Kentucky.
Basic seminar participant: Norman, 1973

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Basic seminar participant: Pomona, 1974

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Basic seminar participant: Airlie, 1973

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Basic seminar participant: Airlie, 1973

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Basic seminar participant: Pomona, 1973
Advanced program participant: Chicago, 1973

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Basic seminar participant: Chicago, 1973

Ms. Murle C. Hess, (Lieutenant), Special Services Bureau, Corrections Division, Los Angeles County Sheriff's Department, Los Angeles, California.
Basic seminar participant: Pomona, 1973

Mr. Sidney Hicks, Assistant Superintendent, Rahway State Prison, Rahway, New Jersey.
Basic seminar participant: Airlie, 1973

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Advanced program participant: Chicago, 1972
Advanced program participant: Chicago, 1973

Mr. Dean Hinders, Programs Administrator, South Dakota State Penitentiary, Sioux Falls, South Dakota.
Advanced program participant: Chicago, 1973

Mr. J. Pratt Hubbard, Education Specialist, Region I, Department of Corrections, Dublin, Georgia.
Basic seminar participant: Airlie, 1973
Advanced program participant: Chicago, 1973

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Advanced program participant: Chicago, 1973

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Basic seminar participant: Princeton, 1974

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Basic seminar participant: Chicago, 1974

Mr. Roy L. Jackson, Supervisor of Adult Education, State Department of Education, Baton Rouge, Louisiana.
Basic seminar participant: Norman, 1974

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Basic seminar participant: Norman, 1973

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Advanced program participant: Chicago, 1972
Advanced program participant: Chicago, 1973

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Advanced program participant: Chicago, 1972

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Basic seminar participant: Pomona, 1973

Mr. Stanley F. Kano, Executive Director, Helping Industry Recruit Ex-Offenders, Inc., Minneapolis, Minnesota.
Basic seminar participant: Chicago, 1973
Advanced program participant: Chicago, 1973

Mr. James E. Karbatsch, Community Programs Officer, Law Enforcement Assistance Administration Office, Des Plaines, Illinois.
Basic seminar participant: Norman, 1973

Mr. C. Francis Kelley, Related Trades Instructor, Audio-Visual Learning Center Coordinator, Federal Penitentiary, Atlanta, Georgia.
Basic seminar participant: Airlie, 1973

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Advanced program participant: Chicago, 1972

Mr. Thomas N. Kennedy, Teacher II, Youth Correctional Institution, Bordentown, New Jersey.
Basic seminar participant: Norman, 1974

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Advanced program participant: Chicago, 1972

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Basic seminar participant: Pomona, 1974

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Basic seminar participant: Chicago, 1974

Mr. Henry Lams, Teacher, Federal Correctional Institution, Milan, Michigan.
Basic seminar participant: Chicago, 1973

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Basic seminar participant: Chicago, 1974

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Basic seminar participant: Pomona, 1973

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Basic seminar participant: Chicago, 1974

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Basic seminar participant: Norman, 1974

Mr. Francis Lipscomb, Community Program Officer, U.S. Bureau of Prisons, Newark, New Jersey.
Basic seminar participant: Princeton, 1974

Ms. Carol A. Lobes, Director, Project Skill, State Department of Administration, Madison, Wisconsin.
Basic seminar participant: Princeton, 1974

Mr. Larry C. Long, Director, Food Service Training Center, Federal Reformatory, Petersburg, Virginia.
Basic seminar participant: Norman, 1973

Ms. Jacqueline L. Lucier, Coordinator, Inmate Release Programs, New Jersey State Prison, Trenton, New Jersey.
Basic seminar participant: Chicago, 1974

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Advanced program participant: Chicago, 1972

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Basic seminar participant: Princeton, 1974

Mr. Joseph McFerran, Treatment Director, State Prison of Southern Michigan, Jackson, Michigan.
Basic seminar participant: Chicago, 1973

Mr. Tom L. McFerren, Supervisor of Education, Medical Center for Federal Prisoners, Springfield, Missouri.
Advanced program participant: Chicago, 1972

Mr. Richard J. McKenna, Assistant Supervisor of Educational Programs, Youth Correctional Institution, Bordentown, New Jersey.
Basic seminar participant: Norman, 1974

Mr. William J. McMahon, Education Director, Department of Correctional Services, Wallkill Correctional Facility, Wallkill, New York.
Basic seminar participant: Airlie, 1973

Mr. Joseph C. McMullen, Treatment Director, Corrections Camp Program, Grass Lake, Michigan.
Basic seminar participant: Chicago, 1973

Mr. Anthony E. Marchani, Director of Education, West Virginia State Penitentiary, Moundsville, West Virginia.
Basic seminar participant: Airlie, 1973

Mr. Alfons F. Maresh, Educational Coordinator, State Department of Corrections, St. Paul, Minnesota.
Advanced program participant: Chicago, 1972

Mr. Boyd Marsing, Supervisor of Education, Nevada State Prison, Carson City, Nevada.
Advanced program participant: Chicago, 1972

Mr. Norman A. Mastbaum, Counselor, CETA, St. Paul, Minnesota.
Basic seminar participant: Chicago, 1974

Mr. Robert E. Miller, High School Teacher, State Department of Youth Authority, Preston School of Industry, Ione, California.
Basic seminar participant: Pomona, 1974

Mr. Robert H. Miller, Treatment Director, Michigan Training Unit, Ionia, Michigan.
Basic seminar participant: Chicago, 1973

Ms. Sheila D. Miner, Title I Coordinator, Ohio State Reformatory, Mansfield, Ohio.
Basic seminar participant: Chicago, 1973

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Special delegate to basic seminar: Norman, 1974

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Basic seminar participant: Chicago, 1974

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Basic seminar participant: Pomona, 1973

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Basic seminar participant: Norman, 1974

Mr. Harold R. Nelson, Supportive Related Trades Instructor, Federal Correctional Institution, Sandstone, Minnesota.
Basic seminar participant: Chicago, 1973

Mr. Ralph L. Nelson, Superintendent, Willow River Forestry Camp, Willow River, Minnesota.
Basic seminar participant: Chicago, 1973
Advanced program participant: Chicago, 1973

Mr. E. Calvin Neubert, Principal, Youth Correctional Institution, Bordentown, New Jersey.
Basic seminar participant: Airlie, 1973

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Advanced program participant: Chicago, 1972
Advanced program participant: Chicago, 1973

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Advanced program participant: Chicago, 1972
Advanced program participant: Chicago, 1973

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Basic seminar participant: Pomona, 1974

Mr. Kenneth M. Parker, Assistant Training Officer, Utah State Prison, Draper, Utah.
Basic seminar participant: Pomona, 1974

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Basic seminar participant: Norman, 1974

Mr. John A. Paulson, Teacher Administrator, Arizona State Prison, Florence, Arizona.
Basic seminar participant: Pomona, 1974

Mr. Kenneth S. Perlman, Education Director, Eastern New York Correctional Facility, Napanoch, New York.
Basic seminar participant: Princeton, 1974

Mr. Del D. Porter, Coordinator, Adult Education, Lexington Community Treatment Center, Lexington, Oklahoma.
Basic seminar participant: Norman, 1973

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Basic seminar participant: Princeton, 1974

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Basic seminar participant: Princeton, 1974

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Basic seminar participant: Pomona, 1974

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Basic seminar participant: Airlie, 1973

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Basic seminar participant: Princeton, 1974

Mr. H. George Raymond, Teacher II, Youth Correctional Institution, Bordentown, New Jersey.
Basic seminar participant: Airlie, 1973

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Basic seminar participant: Pomona, 1973

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Basic seminar participant: Airlie, 1973

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Basic seminar participant: Chicago, 1973

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Basic seminar participant: Norman, 1974

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Basic seminar participant: Pomona, 1973

Mr. Joe F. Salisbury, Audio-Visual Director, Federal Correctional Institution, Milan, Michigan.
Basic seminar participant: Chicago, 1973
Advanced program participant: Chicago, 1973

Mr. James T. Sammons, Supervisor of Education, Federal Youth Center, Ashland, Kentucky.
Advanced program participant: Chicago, 1972

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Basic seminar participant: Chicago, 1974

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Basic seminar participant: Norman, 1974

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Basic seminar participant: Airlie, 1973

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Advanced program participant: Chicago, 1972
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Basic seminar participant: Princeton, 1974

Mr. Glen B. Smith, Vocational Learning Laboratory Coordinator, Federal Penitentiary, Terre Haute, Indiana.
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Basic seminar participant: Norman, 1974

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Advanced program participant: Chicago, 1973

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Basic seminar participant: Airlie, 1973

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Basic seminar participant: Chicago, 1973

Mr. Robert Van Gorder, Program Director, Palmer Correctional Center, Palmer, Alaska.
Basic seminar participant: Pomona, 1973
Advanced program participant: Chicago, 1973

Mr. Roy L. Van Houten, Training Specialist, Utah State Prison, Draper, Utah.
Basic seminar participant: Pomona, 1974

Mr. Otto W. Walter, Supervisor of Library Services, Missouri Department of Corrections, Jefferson City, Missouri.
Basic seminar participant: Norman, 1974

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Basic seminar participant: Norman, 1973

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Basic seminar participant: Chicago, 1973

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Basic seminar participant: Pomona, 1974

Mr. William R. Weideman, Treatment Director, Michigan Reformatory, Ionia, Michigan.
Basic seminar participant: Chicago, 1973

Mr. Daniel J. Weir, Assistant Director (Socialization), Collins Bay Institution, Kingston, Ontario, Canada.
Basic seminar participant: Chicago, 1974

Mr. William J. Wendland, Assistant Director of Education, Montana State Prison, Deer Lodge, Montana.
Basic seminar participant: Norman, 1973

Mr. Robert Wiarda, Employment Coordinator, Willow River Camp, Willow River, Minnesota.
Basic seminar participant: Norman, 1974

Mr. D. Bruce Williams, Senior Research Analyst, State Department of Corrections, Frankfort, Kentucky.
Basic seminar participant: Princeton, 1974

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Basic seminar participant: Airlie, 1973

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Basic seminar participant: Pomona, 1973

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Basic seminar participant: Norman, 1973

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Basic seminar participant: Chicago, 1973

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Basic seminar participant: Chicago, 1973
Advanced program participant: Chicago, 1973

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Basic seminar participant: Norman, 1973

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Advanced program participant: Chicago, 1972

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APPENDIX H

NATIONAL ADVISORY COMMITTEE

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Mr. Kenneth S. Carpenter, Chief, Corrections Section, Law Enforcement Assistance Administration, Washington, D.C.

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Ms. Carmen Maymi, Director, Women's Division, U.S. Department of Labor, Washington, D.C.

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APPENDIX I

DESIGN COMMITTEE

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Mr. Dean C. Hinders, Programs Administrator, South Dakota State Penitentiary, Sioux Falls, South Dakota.

Mr. J. C. Verl Keeney, Director, Rehabilitation Programs, Oregon State Penitentiary, Salem, Oregon.

Mr. Joseph Oresic, Supervisor of Educational Programs, Youth Correctional Institution, Bordentown, New Jersey.

Mr. James B. Orrell, Principal, Bayview Schools, San Quentin Prison, Tamal, California.

Mr. H. Gary Wells, Superintendent, Muskegon Correctional Facility, Muskegon, Michigan.

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APPENDIX J

SUBJECT INDEX

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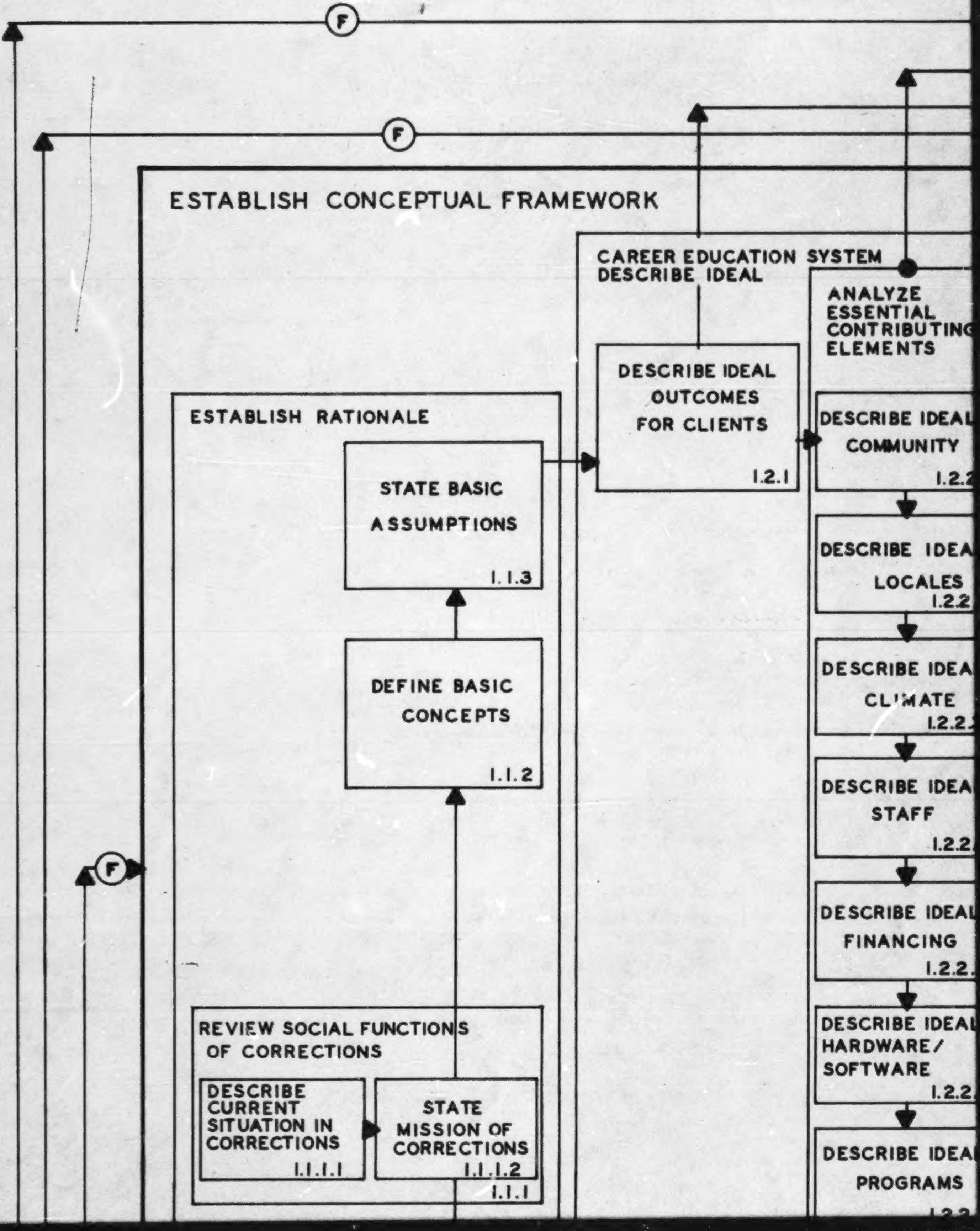
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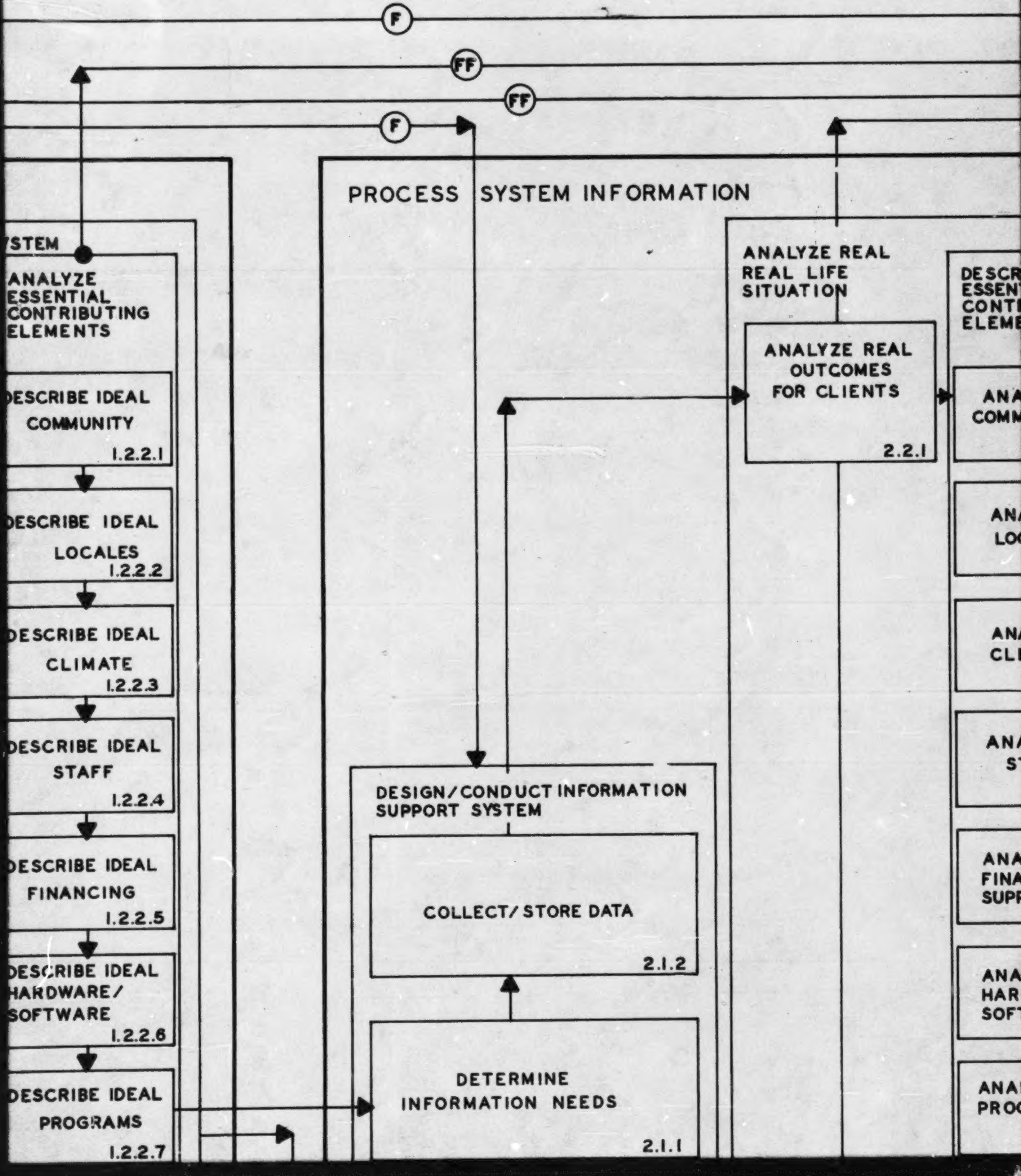
ESTABLISH CONCEPTUAL FRAMEWORK
ESTABLISH RATIONALE
STATE BASIC ASSUMPTIONS
1.1.3
DEFINE BASIC CONCEPTS
1.1.2
REVIEW SOCIAL FUNCTIONS OF CORRECTIONS
DESCRIBE CURRENT SITUATION IN CORRECTIONS
1.1.1.1
STATE MISSION OF CORRECTIONS
1.1.1.2
1.1.1
CAREER EDUCATION SYSTEM DESCRIBE IDEAL
DESCRIBE IDEAL OUTCOMES FOR CLIENTS
1.2.1
ANALYZE ESSENTIAL CONTRIBUTING ELEMENTS
DESCRIBE IDEAL COMMUNITY
1.2.2
DESCRIBE IDEA LOCALES
1.2.2
DESCRIBE IDEA CLIMATE
1.2.2.
DESCRIBE IDEA STAFF
1.2.2
DESCRIBE IDEAL FINANCING
1.2.2.
DESCRIBE IDEAL HARDWARE/ SOFTWARE
1.2.2
DESCRIBE IDEA PROGRAMS
1.2.2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PROCESS SYSTEM INFORMATION
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ANALYZE ESSENTIAL CONTRIBUTING ELEMENTS
DESCRIBE IDEAL COMMUNITY 1.2.2.1
DESCRIBE IDEAL LOCALES 1.2.2.2
DESCRIBE IDEAL CLIMATE 1.2.2.3
DESCRIBE IDEAL STAFF 1.2.2.4
DESCRIBE IDEAL FINANCING 1.2.2.5
DESCRIBE IDEAL HARDWARE/ SOFTWARE 1.2.2.6
DESCRIBE IDEAL PROGRAMS 1.2.2.7
DESIGN/CONDUCT INFORMATION SUPPORT SYSTEM
COLLECT/STORE DATA 2.1.2
DETERMINE INFORMATION NEEDS 2.1.1
ANALYZE REAL REAL LIFE SITUATION
ANALYZE REAL OUTCOMES FOR CLIENTS 2.2.1
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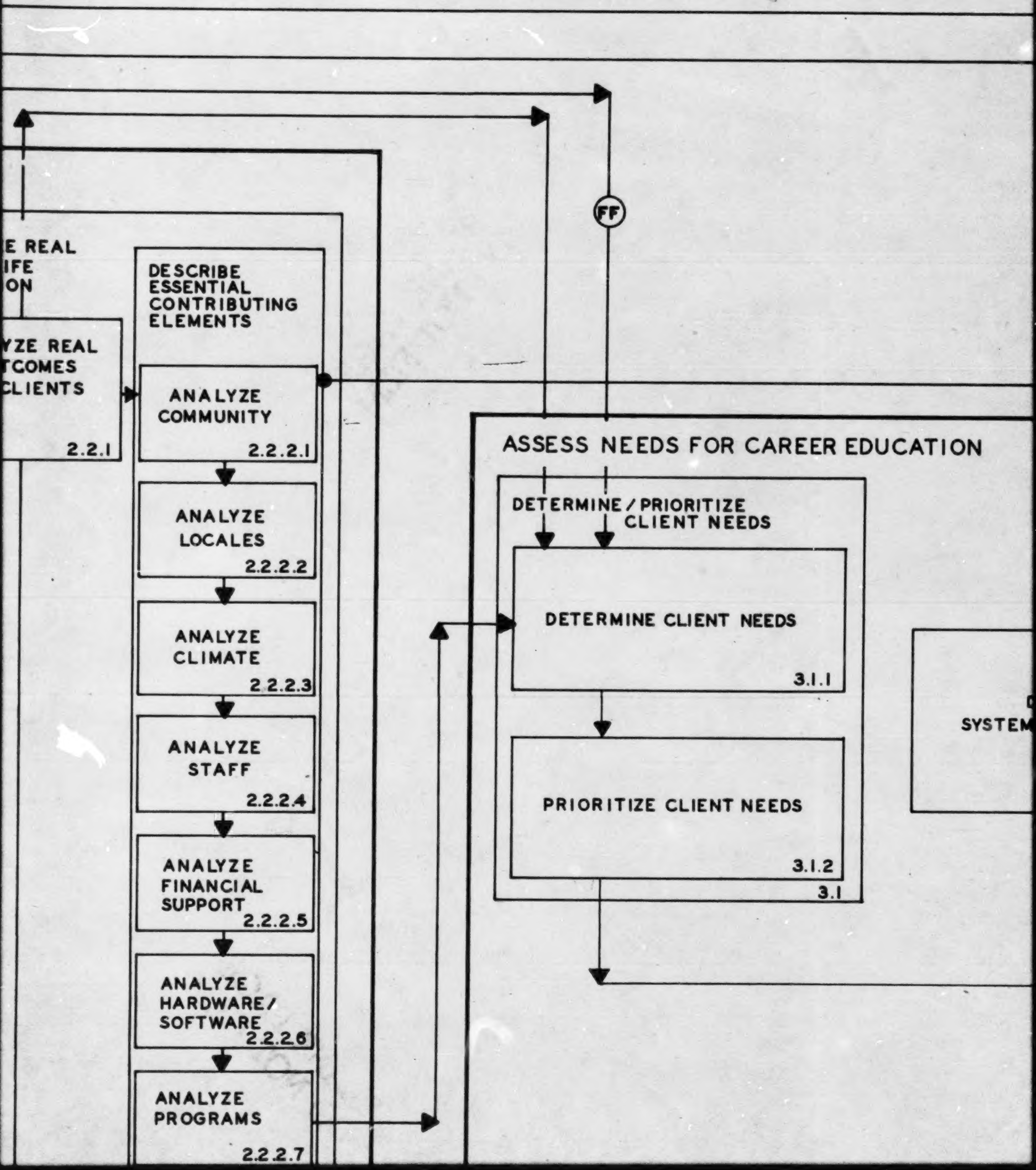
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ANALYZE CLIMATE
2.2.2.3
ANALYZE STAFF
2.2.2.4
ANALYZE FINANCIAL SUPPORT
2.2.2.5
ANALYZE HARDWARE/ SOFTWARE
2.2.2.6
ANALYZE PROGRAMS
2.2.2.7
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ASSESS NEEDS FOR CAREER EDUCATION
DETERMINE / PRIORITIZE CLIENT NEEDS
DETERMINE CLIENT NEEDS
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PRIORITIZE CLIENT NEEDS
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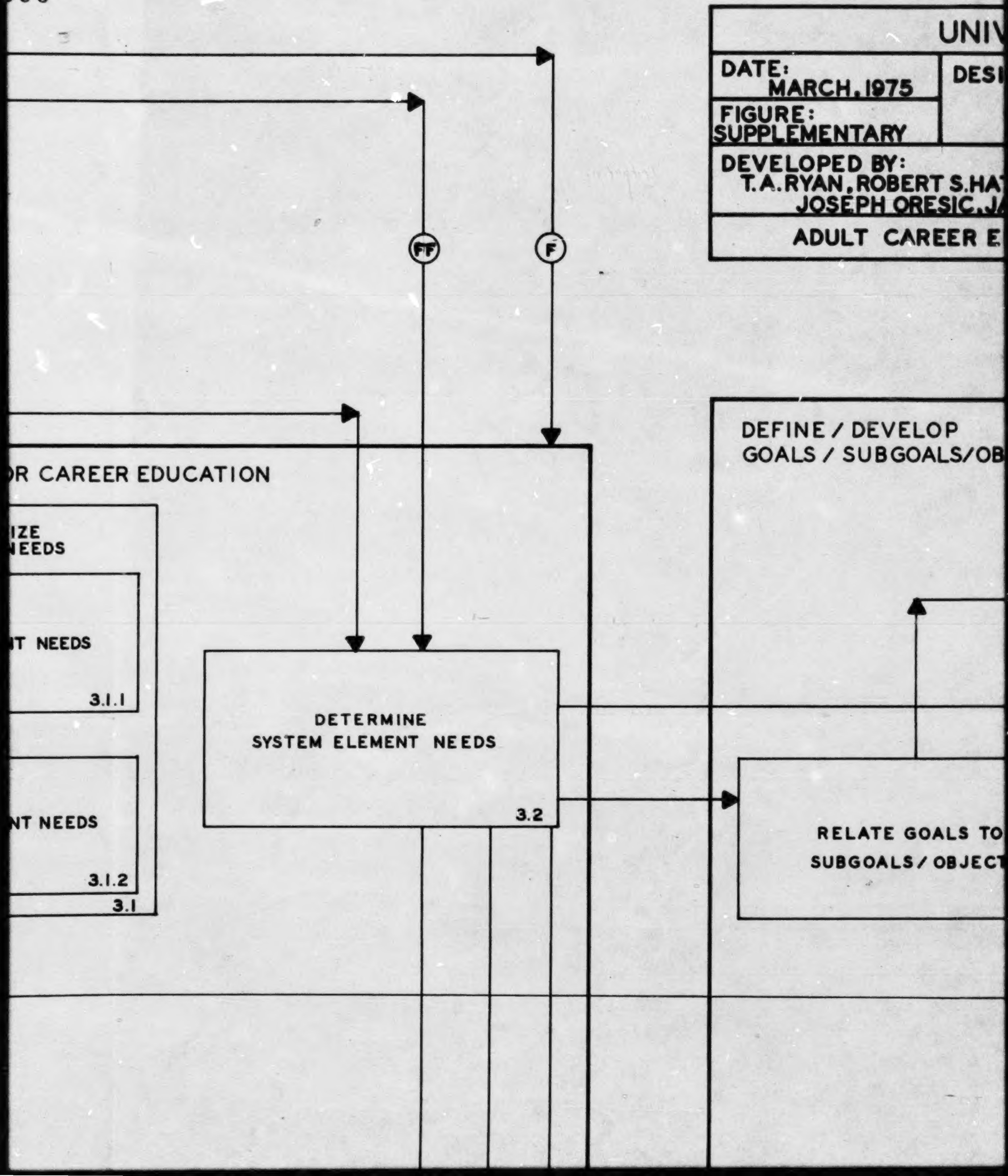

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DEVELOPED BY:
T.A.RYAN, ROBERT S.HA
JOSEPH ORESIC, J

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DETERMINE
SYSTEM ELEMENT NEEDS
3.2
DEFINE / DEVELOP
GOALS / SUBGOALS/OB
RELATE GOALS TO
SUBGOALS / OBJECT

UNIVERSITY OF HAWAII

DATE:
MARCH, 1975

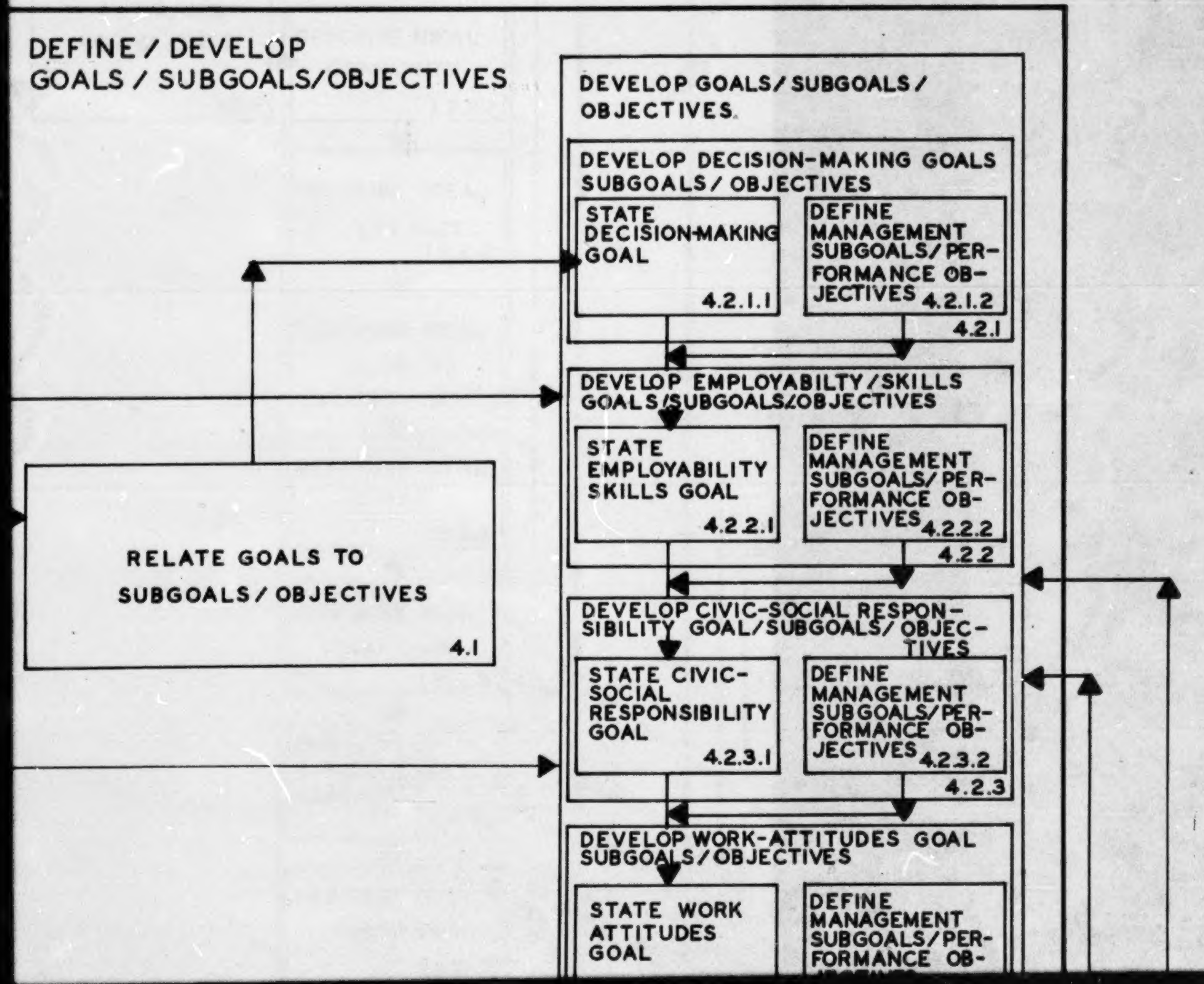
FIGURE:
SUPPLEMENTARY

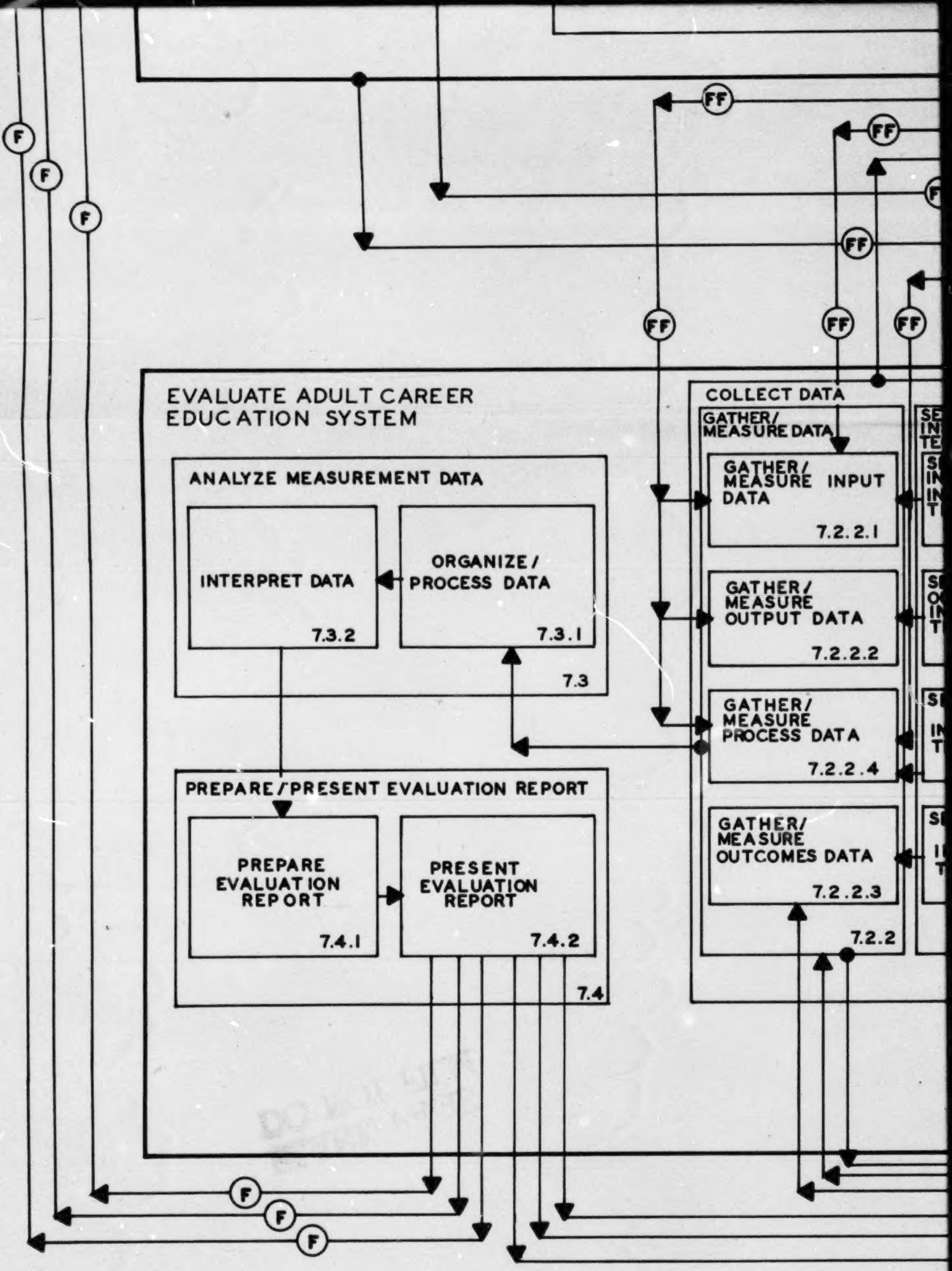
DESIGNED BY:
T.A. RYAN
PROGRAM DIRECTOR

DRAWN BY:
J. LUM

DEVELOPED BY:
T.A. RYAN, ROBERT S. HATRAK, DEAN C. HINDERS, J.C. VERL KEENEY, JOSEPH ORESIC, JAMES B. ORRELL & H. GARY WELLS

ADULT CAREER EDUCATION IN CORRECTIONS MODEL


DEFINE / DEVELOP GOALS / SUBGOALS/OBJECTIVES
DEVELOP GOALS/ SUBGOALS/ OBJECTIVES.
DEVELOP DECISION-MAKING GOALS SUBGOALS/ OBJECTIVES
STATE DECISION-MAKING GOAL
4.2.1.1
DEFINE MANAGEMENT SUBGOALS/ PERFORMANCE OBJECTIVES
4.2.1.2
4.2.1
DEVELOP EMPLOYABILTY/SKILLS GOALS/SUBGOALS/OBJECTIVES
STATE EMPLOYABILITY SKILLS GOAL
4.2.2.1
DEFINE MANAGEMENT SUBGOALS/ PERFORMANCE OBJECTIVES
4.2.2.2
4.2.2
RELATE GOALS TO SUBGOALS / OBJECTIVES
4.1
DEVELOP CIVIC-SOCIAL RESPONSIBILITY GOAL/SUBGOALS/ OBJECTIVES
STATE CIVIC-SOCIAL RESPONSIBILITY GOAL
4.2.3.1
DEFINE MANAGEMENT SUBGOALS/PERFORMANCE OBJECTIVES
4.2.3.2
4.2.3
DEVELOP WORK-ATTITUDES GOAL SUBGOALS/OBJECTIVES
STATE WORK ATTITUDES GOAL
DEFINE MANAGEMENT SUBGOALS/PERFORMANCE OB-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EVALUATE ADULT CAREER EDUCATION SYSTEM
ANALYZE MEASUREMENT DATA
INTERPRET DATA
7.3.2
ORGANIZE/ PROCESS DATA
7.3.1
7.3
PREPARE/PRESENT EVALUATION REPORT
PREPARE EVALUATION REPORT
7.4.1
PRESENT EVALUATION REPORT
7.4.2
7.4
COLLECT DATA
GATHER/ MEASURE DATA
GATHER/ MEASURE INPUT DATA
7.2.2.1
GATHER/ MEASURE OUTPUT DATA
7.2.2.2
GATHER/ MEASURE PROCESS DATA
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GATHER/ MEASURE OUTCOMES DATA
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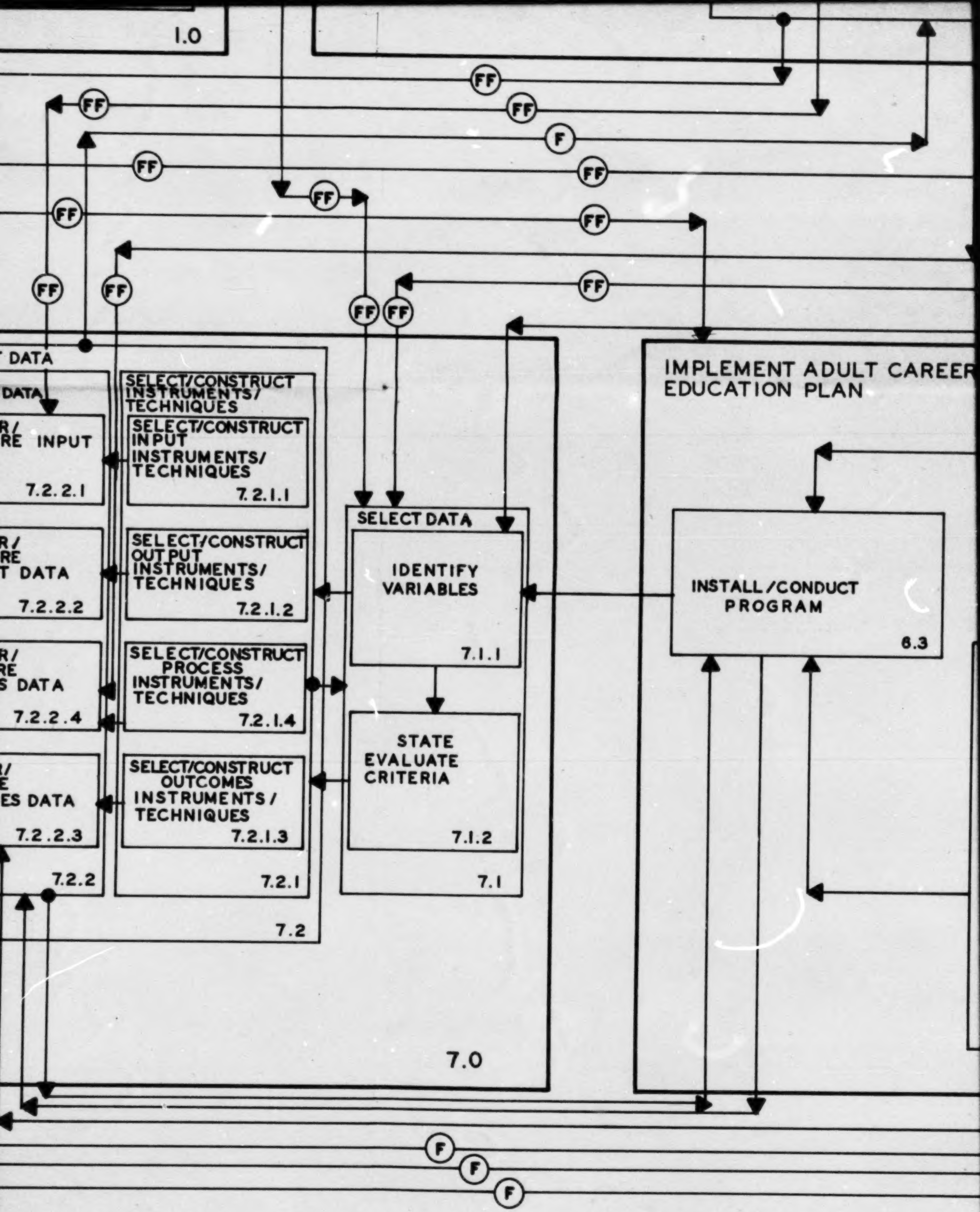
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7.2.2
SELECT/CONSTRUCT INSTRUMENTS/ TECHNIQUES
SELECT/CONSTRUCT INPUT INSTRUMENTS/ TECHNIQUES
7.2.1.1
SELECT/CONSTRUCT OUTPUT INSTRUMENTS/ TECHNIQUES
7.2.1.2
SELECT/CONSTRUCT PROCESS INSTRUMENTS/ TECHNIQUES
7.2.1.4
SELECT/CONSTRUCT OUTCOMES INSTRUMENTS/ TECHNIQUES
7.2.1.3
7.2.1
7.2
SELECT DATA
IDENTIFY VARIABLES
7.1.1
STATE EVALUATE CRITERIA
7.1.2
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IMPLEMENT ADULT CAREER EDUCATION PLAN
INSTALL/CONDUCT PROGRAM
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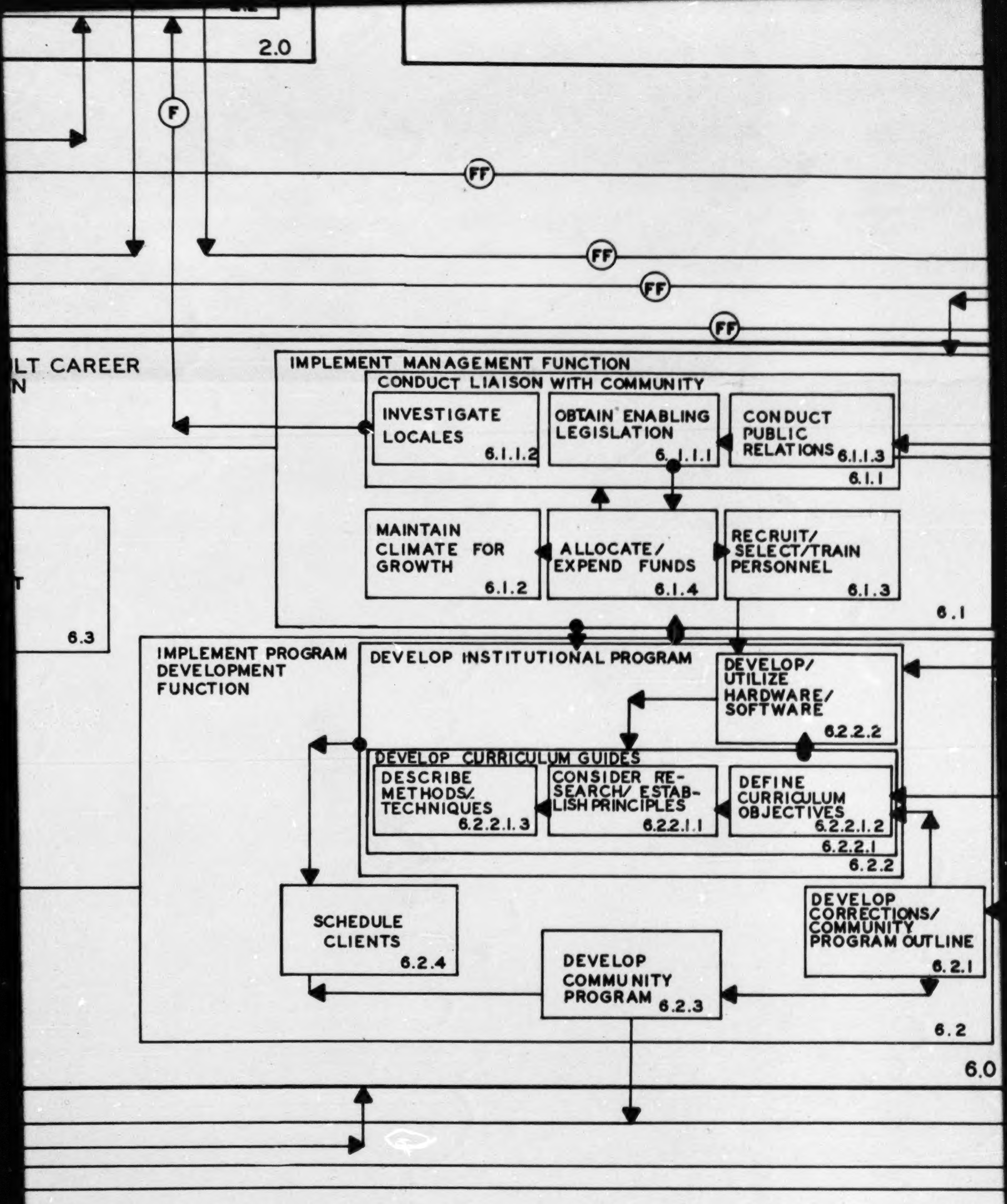
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6.3
IMPLEMENT MANAGEMENT FUNCTION
CONDUCT LIAISON WITH COMMUNITY
INVESTIGATE LOCALES 6.1.1.2
OBTAIN ENABLING LEGISLATION 6.1.1.1
CONDUCT PUBLIC RELATIONS 6.1.1.3
6.1.1
MAINTAIN CLIMATE FOR GROWTH 6.1.2
ALLOCATE/ EXPEND FUNDS 6.1.4
RECRUIT/ SELECT/TRAIN PERSONNEL 6.1.3
6.1
IMPLEMENT PROGRAM DEVELOPMENT FUNCTION
DEVELOP INSTITUTIONAL PROGRAM
DEVELOP/ UTILIZE HARDWARE/ SOFTWARE 6.2.2.2
DEVELOP CURRICULUM GUIDES
DESCRIBE METHODS/ TECHNIQUES 6.2.2.1.3
CONSIDER RESEARCH/ ESTABLISH PRINCIPLES 6.2.2.1.1
DEFINE CURRICULUM OBJECTIVES 6.2.2.1.2
6.2.2.1
6.2.2
SCHEDULE CLIENTS 6.2.4
DEVELOP CORRECTIONS/ COMMUNITY PROGRAM OUTLINE 6.2.1
DEVELOP COMMUNITY PROGRAM 6.2.3
6.2
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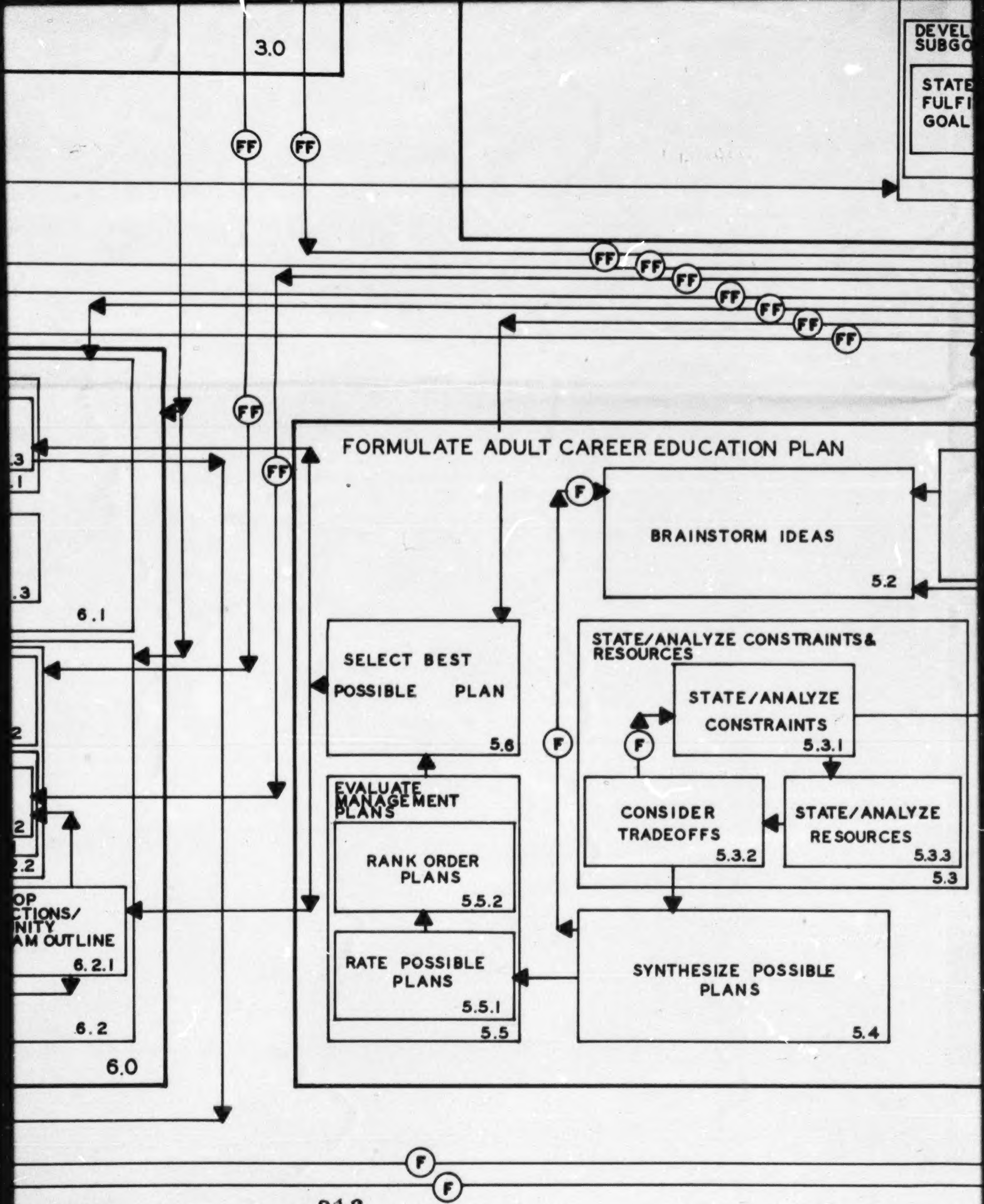
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FORMULATE ADULT CAREER EDUCATION PLAN
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BRAINSTORM IDEAS
5.2
SELECT BEST
POSSIBLE PLAN
5.6
STATE/ANALYZE CONSTRAINTS& RESOURCES
STATE/ANALYZE
CONSTRAINTS
5.3.1
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CONSIDER
TRADEOFFS
5.3.2
STATE/ANALYZE
RESOURCES
5.3.3
5.3
EVALUATE
MANAGEMENT
PLANS
RANK ORDER
PLANS
5.5.2
RATE POSSIBLE
PLANS
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SYNTHESIZE POSSIBLE
PLANS
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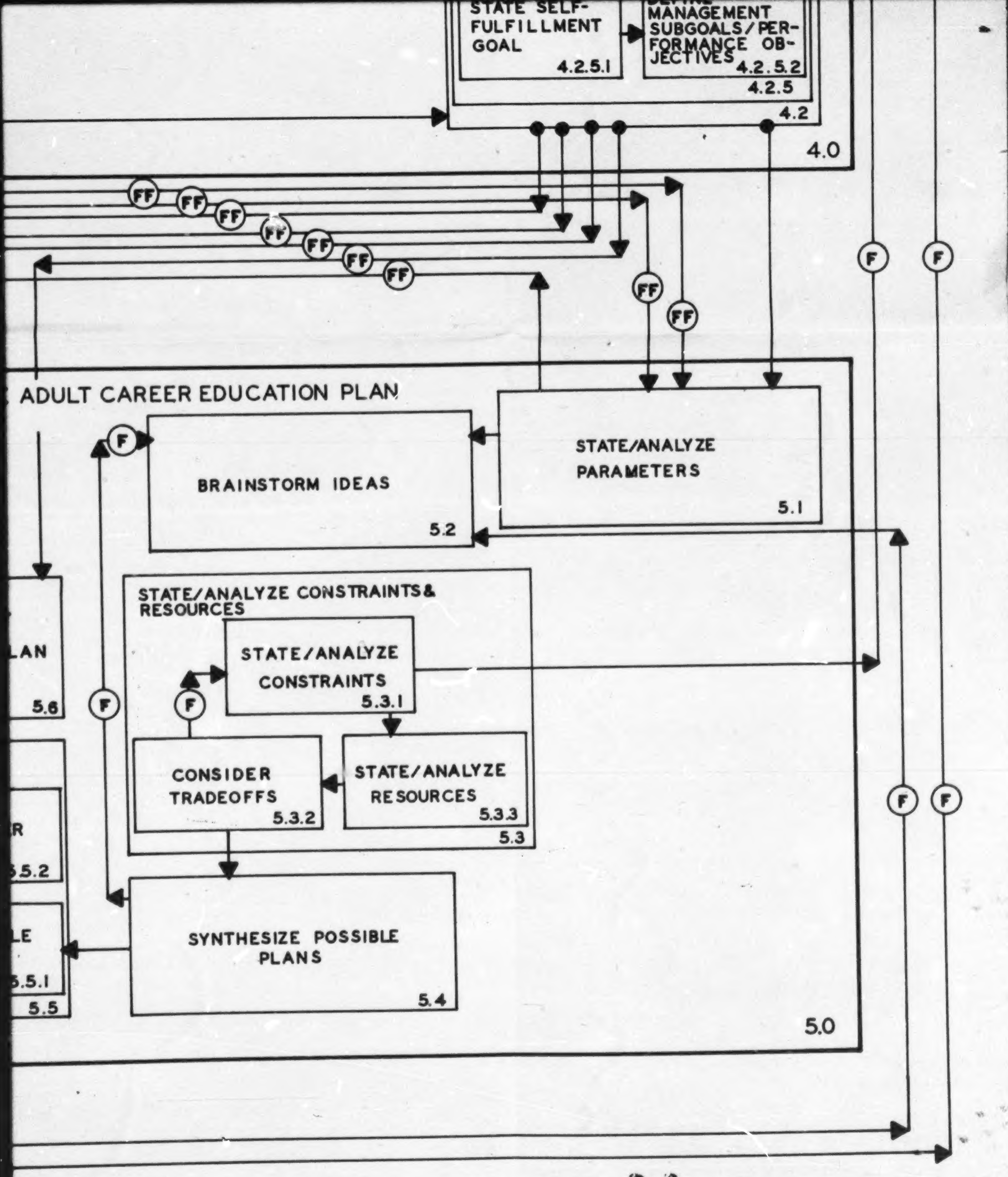
STATE SELF-FULFILLMENT GOAL
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